



1333 Main Street, Suite 200 • Columbia, SC 29201

Phone 803.737.2260 • FAX 803.737.2297

<http://www.che400.state.sc.us>

SUPPLEMENT TO THE SEPTEMBER 2000, 3RD EDITION

PERFORMANCE FUNDING WORKBOOK

**A GUIDE TO SOUTH CAROLINA'S PERFORMANCE FUNDING
SYSTEM FOR PUBLIC HIGHER EDUCATION**

**GENERAL SYSTEM UPDATE AND MEASUREMENT
REVISIONS TO INDICATORS ADOPTED FOR 2001-02**

SEPTEMBER 2001 REVISED

PREPARED SEPTEMBER 2001 WITH REVISIONS AS OF 12/13/01 IN BLUE FONT
CHE Division of Planning, Assessment and Performance Funding

SUPPLEMENT TO

PERFORMANCE FUNDING WORKBOOK

SEPTEMBER 2000, 3RD EDITION

September 2001 ⁽¹⁾

A DOCUMENT PREPARED BY

THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION'S
DIVISION OF PLANNING, ASSESSMENT AND PERFORMANCE FUNDING

FOR THE PURPOSE OF INCORPORATING REVISIONS TO PERFORMANCE
MEASURES AND THE MEASUREMENT SYSTEM GENERALLY AS APPROVED BY CHE
FOR IMPLEMENTATION IN THE 2001-02 PERFORMANCE YEAR.

(1) Supplement initially published July 2001. Major changes incorporated include:

REVISED ISSUE IN SEPTEMBER: INCLUDED CHANGES TO STAFF CONTACTS; UPDATES AND CORRECTIONS MADE TO CALENDAR OF COMMITTEE ACTIVITY; INCLUSION OF STANDARDS FOR 2D APPROVED BY CHE SEPTEMBER 6; INCLUSION OF 6A/B, 7A, AND 9A MEASURES FOR MUSC APPROVED BY CHE SEPTEMBER 6; AND CORRECTION TO 4A/B FOR RESEARCH SECTOR.

REVISIONS INCLUDED AS OF DECEMBER 13: UPDATE TO STAFF CONTACTS; UPDATE TO COMMITTEE CALENDAR; UPDATE TO DEFER INDICATOR 3E2A FOR YR 6, DEFER DANB DATA FOR 7D FOR YEAR 6 AND AMEND STANDARDS FOR INDICATORS 3E2B AND 7D FOR YEAR 6; ADDENDUM ADDED TO INCLUDE: ADDENDUM TO INCLUDE 4A/B MEASURES FOR TEACHING, REGIONAL CAMPUSES, AND TECHNICAL COLLEGES SECTORS AND PROCESS FOR MONITORING INDICATORS THAT ARE NOT PART OF THE SCORING PROCESS.

DIVISION CONTACTS

Lovely Ulmer-Sottong, Director
803.737.2225
lulmersottong@che400.state.sc.us

Julie Carullo, Coordinator
803.737.2292
jcarullo@che400.state.sc.us

Mike Raley, Coordinator
803.737.3921
mraley@che400.state.sc.us

Sandra Carr, Administrative Assistant
803.737.2274
scarr@che400.state.sc.us

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For additional information on
SC's Performance Funding System and the SC Commission on Higher Education
Please visit our website at <http://www.che400.state.sc.us>

**Supplement to PF Workbook, September 2000, 3rd ed., September 2001 with revisions.
(Revises the original July 2001 edition of the supplement)**

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⁽¹⁾ Contingent on Commission approval Jan 3, 2001

**PF YEAR 2001-02 SUPPLEMENT TO
PERFORMANCE INDICATORS, A GUIDE TO MEASUREMENT**

**PREPARED JULY 2001 with REVISIONS SEPTEMBER 2001
INCORPORATING MEASUREMENT CHANGES FOR 2001-02**

**(With Additional Information Incorporated
December 13, 2001, displayed in Blue Font)**

Introduction, General Summary Information and Guide to Supplement

The information provided in this supplement acts to update guidance to the performance funding system as published in the "Performance Funding Workbook, A Guide to South Carolina's Performance Funding System for Public Higher Education", September 2000, 3rd edition, prepared by the SC Commission on Higher Education, Division of Planning, Assessment and Performance Funding. This document is intended to serve as a companion to the previous year's workbook for use during the 2001-02 Performance Year (Year 6). Performance assessed during the 2001-02 year will impact the allocation of state funds for FY 2002-03.

FORMAT

Three sections serve to update information in the previous year's workbook.

The first section, pages 2-8, provides information relative to this document's format, actions of the Commission during the 2000-01 performance year that impacted the performance measurement system and measures for the current performance year, activities of the Committee during the 2001-02 performance year and data reporting requirements.

The next section and bulk of the supplement provides, by indicator, guidance for measurement for the 2001-02 Performance Year. Each of the 37 indicators in order of critical success factor and indicator number is included. For scored indicators for which measures and standards have not changed, the reader is referred to applicable pages of the September 2000 Workbook. For scored indicators that were revised in Year 5 for implementation in Year 6, measurement information is presented in the format used in the September 2000 Workbook. For indicators that are no longer scored but monitored, the information provided indicates this and the applicability of the indicator during Year 5.

The third section serves to provide updated information to that contained in Section I, Performance Funding Process, of the September 2000 Workbook. In this section, you'll find details updating information such as the allocation process and institutional contacts.

SUMMARY OF REVISIONS TO THE SYSTEM FOR IMPLEMENTATION IN 2001-02

Each year since the implementation of Act 359 of 1996, the Commission has reviewed annually the performance system and measures and has approved changes in efforts to continually improve the performance funding process and measurement of institutional performance based on lessons learned. This past year was no different. Changes resulted in the identification of a reduced set of measures for use in scoring and the beginning of work to determine how best to monitor performance on indicators not scored but for which accountability is expected.

Beginning last July and continuing through the fall, following recommendations from the Business Advisory Council and action by the Commission on the Higher Education, staff worked with institutions to develop recommendations related to the indicators used in determining performance scores. The aim was to determine if a reduced number of indicators could be scored annually that would maintain performance measurement of areas identified in legislation, eliminate duplication among indicators, ease institutional reporting requirements, and tailor measures more effectively to the missions of each sector and the strategic goals of each institution.

The review began with each sector providing recommendations regarding indicators that were most appropriate to its mission. The recommendations were then reviewed by Dr. Peter Ewell, Senior Associate with the National Center for Higher Education Managements Systems. Based on the sector recommendations, Dr. Ewell's comments, and knowledge gained since 1996, staff developed preliminary recommendations and continued to work with institutions to develop recommendations that were initially reviewed by the Planning and Assessment Committee on December 7, 2000 and then approved by the Committee on January 9, 2001.

These recommendations, ultimately approved by the Commission on February 1, 2001,

PF Year 2001-02 Supplement to Performance Indicators, A Guide to Measurement

reflected what has been learned about performance measurement since 1996 when performance funding first went into effect and acted to reduce the number of indicators used in scoring, revise some of the measures for “scored” indicators to better reflect sector and institutional missions, and provide for the development of a process for continued monitoring of “non-scored” indicators. The table below displays the total number of indicators to be used in the scoring process. The table beginning on the following pages outlines the set of indicators approved by the Commission for each sector. The reduced set of indicators for scoring are representative of all nine of the critical success factors identified in Act 359 of 1996, with each critical success factor measured by the most appropriate and effective indicator(s) for each sector.

This supplement focuses on indicators that will be used in the scoring process. Institutions are accountable for acceptable performance on all applicable indicators and the Commission will continue to assess areas for continued compliance with standards that are measured by indicators that are no longer scored. Work to develop recommendations as to the best process for continuing to monitor performance in areas that are not scored is underway. This work will result in recommendations for the continued monitoring of indicators indicated as “not scored” in this supplement.

Number of scored indicators and compliance indicators in effect in Yr 6:

The table indicates the number of indicators applicable in determining an institutions overall performance score for the 2001-02 Performance Year (Year 6). “Scored” indicators are those measures scored on the basis of a 3-point scale. “Compliance” indicators are those for which compliance with measure requirements is expected, and non-compliance results in a score of 1.

<u>Sector</u>	<u>Total Indicators Contributing to Overall Score in Yr 6</u>	<u>Number of “Scored” Indicators</u>	<u>Number of “Compliance” Indicators</u>
<u>Research Institutions</u>			
Clemson & USC Cola	14	12	2 (1C & 4A/B*)
MUSC	14	11	3 (1C, 4A/B* & 9A*)
<u>Teaching Institutions</u>	14	12	2 (1C & 4A/B*)
<u>Regional Campuses</u>	13	9	4 (1B, 1C, 4A/B* & 7E*)
Note that 2 of the 13, 3D and 7D, do not apply to all regional campuses as not all campuses have programs that are eligible for accreditation per indicator 3D definitions or have examination results per indicator 7D definitions. At present, 3D and 7D apply only to USC Lancaster.			
<u>Technical Colleges</u>	13	8	5 (1B, 1C, 4A/B * 7B*, & 7C*)

NOTES:

* Compliance measure in Year 6 in order to finalize measure and collect baseline data. Beginning in Year 7, 4A/B will become a scored indicator for all; 9A will become scored for MUSC, 7E will become scored for Regional Campuses and 7B & 7C will become scored for Technical Colleges.

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Displayed are the applicable scored indicators by sector for the 2001-02 Performance Year (Year 6). Applicable measures are marked by "X" denoting an applicable indicator and "x" denoting an applicable subpart of an indicator. Changes to measures for an indicator from that used in Year 5 are indicated by "(rev)." Please note that a crosswalk identifying revisions from Year 5 to Year 6 for each sector and for all indicators is available on CHE's homepage.

Scored Performance Indicators By Critical Success Factor and Sector (as adopted by CHE Feb 1, 2001 and Apr 5, 2001)				
Recommended Indicators by Critical Success Factor	Research Institutions	Teaching Institutions	Regional Campuses	Technical Colleges
Marked indicators & subparts apply. Titles based on indicators as defined in Yr 5. X= indicator as specified in Act 359, 1996; x= indicates subpart measure. Revisions to indicators as defined in Yr 5 are indicated by "(rev)"				
Critical Success Factor 1, Mission Focus				
1B, Curricula Offered to Achieve Mission	X	X	X	X
1C, Approval of a Mission Statement	X	X	X	X
1D/E, Combined 1D, Adoption of a Strategic Plan to Support the Mission Statement, and 1E, Attainment of Goals of the Strategic Plan, to provide for a campus-specific indicator related to each institution's strategic plan	X (rev)	X (rev)	X (rev)	X (rev)
Critical Success Factor 2, Quality of Faculty				
2A, Academic and Other Credentials of Professors and Instructors	X (rev)	X (rev)	X (rev)	X
2A1, % Headcount Faculty Teaching Undergraduates Meeting SACS Requirements				x
2A2b, % Full-time Faculty with Terminal Degrees (with refinements to this subpart to be considered)	x (rev)	x (rev)	x (rev)	
2D, Compensation of Faculty	X (rev)	X (rev)	X	X
Average Compensation of All Faculty			x	x
2D1b Average Compensation of Assistant Professors	x	x		
2D1c Average Compensation of Associate Professors	x	x		
2D1d Average Compensation of Professors	x	x		
Critical Success Factor 3, Classroom Quality				
3D, Accreditation of Degree-Granting Programs	X	X	X	X
3E, Institutional Emphasis on Quality Teacher Education and Reform		X		
3E1, Program Quality – NCATE Accreditation		x		
3E2a – Student Performance, Performance on Professional Knowledge Portion of National Teacher Examinations		x		
3E2b – Student Performance, Performance on Specialty Area Portions of National Teacher Examinations		x		
3E3a – Critical Needs, Percentage of Teacher Education Graduates in Critical Shortage Areas		x		
3E3b– Critical Needs, Percentage of Teacher Education Graduates Who Are Minority		x		
Further discussion of a "classroom quality" measure to apply in the future to the regional campuses.			FURTHER DISCUSSION	

PF Year 2001-02 Supplement to Performance Indicators, A Guide to Measurement

(continued)

Recommended Indicators by Critical Success Factor	Research Institutions	Teaching Institutions	Regional Campuses	Technical Colleges
Critical Success Factor 4, Institutional Cooperation and Collaboration				
4A/B, Combined 4A, Sharing and Use of Technology, Programs, Equipment, and Source Matter Experts Within the Institution, With Other Institutions, and with the Business Community, and 4B, Cooperation and Collaboration With Private Industry, defined tailored to each sector.	X (rev)	X (rev)	X (rev)	X (rev)
Critical Success Factor 5, Administrative Efficiency				
5A, Ratio of Administrative Costs as Compared to Academic Costs	X	X	X	X
Critical Success Factor 6, Entrance Requirements				
6A/B, Combined 6A, SAT and ACT Scores of Student Body, and 6B, High School Class Standing, Grade Point Averages and Activities of Student Body	X [*] (rev)	X (rev)	X (rev)	
Critical Success Factor 7, Graduates' Achievements				
7A, Graduation Rate	X [*]	X	X (rev)	X (rev)
7A1a, 150% of Program Time	x	x		
Revised measure to use a "student success rate" to take into account in a single measure graduates, transfer students and those who continue to be enrolled			x (rev)	x (rev)
7B, Employment Rate for Graduates (requiring the measure to be defined)				X (rev)
7C, Employer Feedback on Graduates Who Were Employed or Not Employed, (requiring the measure to be defined)				X (rev)
7D, Scores of Graduates on Post-Undergraduate Professional, Graduate, or Employment-Related Examinations and Certification Tests	X	X	X	X
7E, Number of Graduates Who Continued Their Education, be applied for the regional campus sector as a sector-specific indicator focusing on the sector's mission, requiring the measure to be defined			X (rev)	
Critical Success Factor 8, User-Friendliness of the Institution				
8C, Accessibility to the Institution of All Citizens of the State	X	X	X	X
8C1, Percent of Headcount Undergraduate Students Who Are Citizens of SC Who Are Minority	x	x	x	x
8C2, Retention of Minorities Who Are SC Citizens and Identified as Degree Seeking Undergraduate Students	x	x	x	x
8C3, Percent of Headcount Graduate Students Enrolled at the Institution Who Are Minority	x	x		
8C4, Percent of Headcount Teaching Faculty Who Are Minority	x	x	x	x
Critical Success Factor 9, Research Funding				
9A, Financial Support for Reform in Teacher Education, applied to the research and teaching sectors only	X [*]	X		
9B, Amount of Public and Private Sector Grants, applied to the research universities as a unique sector indicator focusing on their mission.	X			

* Comparable measure to be defined for MUSC.

COMMITTEE CALENDAR AND RATING CYCLE ACTIVITY

Provided below is a tentative calendar for meetings of the Planning and Assessment Committee, corresponding Commission meetings (shaded cells) and the rating cycle for the 2001-02 Performance Year. The dates listed are tentative and intended to provide a general schedule to aid in planning. Once the dates have been confirmed, contacts will be notified and the information below updated. The Committee usually meets at 10:30 am on days on which there is not a Commission meeting and prior to the Commission meeting on days on which the two coincide. Additional Committee meetings may be scheduled as necessary. Meeting notices, agenda and information is generally distributed a week in advance.

The full Commission generally meets on the first Thursday of every month, except August, at 10:30 am in the Commission's conference room. [In October, the Commission adopted a schedule resulting in fewer meetings in 2001-2002. The schedule below reflects the changes in Commission meetings.](#) For more up-to date information, a calendar of Commission and other subcommittee activity including scheduled meetings, times and locations may be accessed from the Commission's website at www.che400.state.sc.us.

Tentative FY 2001-02 Calendar for Committee and Performance Funding Activity (Subject to Revision, see also above. Light Blue shading indicates CHE or Committee Meetings)	
Date	Activity
Jul 12, 2001	Planning and Assessment Committee Meeting / Full Commission Meeting Proposed major agenda items: Performance Measures/Standards for PF Yr 2001-02 – consideration of unresolved measurement issues.
Aug 1, 2001	Confirmed Due Date of Institutional Effectiveness Reporting
Sept 6, 2001 (mail-out August 30)	Planning and Assessment Committee Meeting / Full Commission Meeting Committee is scheduled to meet at 9:00 am prior to the Commission meeting at 10:30 am. If more time is needed to discuss the draft strategic plan for higher education, the meeting will resume after lunch that same day. Proposed major agenda items: Strategic Plan for Higher Education, Unresolved Year 6 measurement issues including MUSC indicators and 2D standards UPDATE: Measures and standards for MUSC for 6A/B, 7A and 9A (standards to be considered in spring) and standards for 2D for Yr 6 were considered and approved by the P&A Committee and Commission.
Oct 5, 2001	Due date for Year 6 1D/E reporting – see next page for additional details and for other data reporting requirements and timeframes including CHEMIS and IPEDS
Oct 11, 2001	Full Commission Meeting at Coastal Carolina (No P&A Items)
Nov 20, 2001 ⁽¹⁾ (mail-out Nov 13)	Planning and Assessment Committee Meeting Proposed major agenda items: "A Closer Look," Measures/Standards for PF Yr 2002-03 (beginning process for revisions for upcoming year - some issues may need further consideration.) <i>¹ Date of this meeting likely to be re-scheduled in December in the event that CHE cancels its December meeting.</i>
Dec 13, 2001 (mail-out Dec 6)	Planning and Assessment Committee Meeting Agenda included: Action Items - Minutes of the Sept 6 P&A Meeting; 4A/B for teaching, regional and technical colleges; standard revision and deferring of select data for Year 6 (2001-02) for 3E and 7D; current year scoring of 1D/E; monitoring of non-scored indicators; strategic plan for higher education in SC; "A Closer Look"

Tentative FY 2001-02 Calendar for Committee and Performance Funding Activity
(Subject to Revision, see also above. Light Blue shading indicates CHE or Committee Meetings)

Date	Activity
	<p>accountability report format for Jan 2002; Information – Briefing on the status of 7B and 7C development for technical colleges, status of data verification and request by Technical Colleges to work to reduce data collection requirements.</p> <p>UPDATE – On December 13, 2001, the Committee approved all action items without change. Materials are posted under the link to the Committee's meeting accessed through the CHE home page – see Planning, Assessment and Performance Funding and select Committee Meetings. These items will go forward to the Commission at its meeting on January 3, 2002</p>
January 3, 2002	CHE meeting at 10:30 am with items from the December 13, 2001 P&A meeting to be considered.
Feb 1, 2002	Data reporting for indicators due to Div. of Planning, Assessment & Perf. Funding
Feb 7-9, 2002	Re-scheduled FIPSE National Conference on Performance Funding. To be held in Hilton Head at the same location.
Mar 7, 2002 (mail-out Feb 28)	Planning and Assessment Committee Meeting / Full Commission Meeting Proposed major agenda items: Rating Process for PF Yr 6 and Year 7 issues.
Apr 10, 2002	Preliminary staff recommendations for Year 6 ratings distributed to each institution
Apr 24, 2002	Institutional appeals of ratings due
Apr 25 – May 13	Staff review of appeals and resolution of issues with institutions
May 2, 2002 (mail-out Apr 25)	Full Commission Meeting No scheduled P&A items
May 21, 2002 (mail-out May 14)	Planning and Assessment Committee Meeting Proposed major agenda items: Performance Ratings for PF Yr 2001-02
Jun 6, 2002 (mail-out May 30)	Full Commission Meeting Consideration of P&A items from May 16 Committee meeting
Jul 11, 2002⁽⁴⁾ (mail-out Jul 3 or earlier due to Jul 4th holiday) DUE TO CHANGE IN CHE MEETING SCHEDULE, CANCELED	Planning and Assessment Committee Meeting / Full Commission Meeting Proposed major agenda items: If applicable Performance Improvement for PF Yr 2001-02; Resolution of any remaining Measure/Standard issues PF Yr 2002-03 ³ <i>It is likely that there will be no July meeting and the next scheduled CHE meeting would be September. In the event that the CHE adopts such a scheduled items typically scheduled for this meeting would be considered in September or at earlier meeting.</i>
Sept 5, 2002	Full Commission Meeting
Nov 7, 2002	Full Commission Meeting

DATA REPORTING FOR PERFORMANCE YEAR 6, 2001-02 to impact FY 2002-03

The table below provides a schedule for data reporting for Year 6 for all scored indicators. Dates are approximate and in the event of changes, institutions will be given sufficient notice. Reporting formats for indicators not reported as part of CHEMIS or IPEDS may be accessed from CHE's website or within this electronic document by links on the next page. "Reporting from" applicability is based on performance funding requirements. For CHEMIS and IPEDS reporting, institutions must report as required independent of performance funding requirements. For example, senior institutions must report instructor salaries although the instructor subpart is no longer scored as part of the measure for indicator 2D.

Report Mode	Indicator	Reporting Due From	Approx Due Date
Institutional Effectiveness Reporting	3D	All institutions unless no eligible programs (n/a USC Beau, Salk, Sum, and Union)	Aug 1, 2001 (Note for 3D an update to be submitted Feb 1, 2001)
	3E2a and 3E2b	Teaching Sector Only	
	7D	All institutions unless no applicable results (n/a USC Beau, Salk, Sum, and Union)	
Reporting to the Division of Planning, Assessment and Perf. Funding	1D/E	All institutions	Oct 5, 2001
	1C	All Institutions	Feb 1, 2002 (note 6A/B for MUSC and 7A for MUSC are new indicators. Staff will work with institution on reporting deadline)
	3D update	All institutions except USC B, USC Salk, USC Sum, USC Union	
	3E3a and 3E3b	Teaching Sector Only	
	9A	Clemson, USC C, and Teaching	
	6A/B for MUSC 7A for MUSC	MUSC	
CHEMIS: Enrollment File	6A/B	Research except MUSC, Teaching, Regional	Oct 31, 2001
	Faculty File (Note: faculty & course files are used for Tech 2A)	2A, 2D	Dec 1, 2001
	Enrollment and Faculty Files	8C1,2,3,4	All institutions (8C3 applies to senior institutions only) As indicated above
IPEDS: Finance Survey	5A, 9B	All institutions report Finance Survey data. Indicator 9B applies to Research only.	To be announced
	GRS Survey	7A	All institutions, except MUSC To be announced
CHE Staff Calculation and Report to institutions	1B	CHE staff calculates and reports results to institutions for review. Applies to all institutions.	Spring 2002 (by early March typically)
	3E1	CHE staff confirms NCATE Status for Teaching Sector	
Other – Indicators under development as scored indicators for Year 7	4A/B 9A MUSC 7A rev 7B & 7C 7E	- All institutions - MUSC only - Regional and Technical - Technical Colleges - Regional Campuses	Report as required for measure development and collection of baseline data

DATA REPORTING FORMS FOR YEAR 6, 2001-02 to impact FY 2002-03

Listed here are the report forms for indicator data that must be reported directly to the Division of Planning, Assessment and Performance Funding. The forms are posted individually on CHE's website at <http://www.che400.state.sc.us/web/PF%20in%20SC.htm>

When viewing the workbook supplement on-line, the forms may be accessed by activating the links provided below:

DATA SOURCE REPORT SUMMARY COVER FORM – To be submitted along with indicator submissions to the Division in order to identify the institutional source of the indicator data that are provided

INDICATOR 1C FORM (MISSION STATEMENT)

INDICATOR 1D/E FORM (ATTAINMENT OF GOALS)

INDICATOR 3D FORM (ACCREDITATION OF PROGRAMS)

INDICATOR 3E 3A & 3B FORM (TEACHER EDUCATION, CRITICAL NEEDS – SHORTAGE AREAS & MINORITY)

INDICATOR 9A, REFORM IN TEACHER EDUCATION FORM FOR CLEMSON, USC COLUMBIA AND TEACHING INSTITUTIONS

MUSC FORMS FOR INDICATOR 6A/B AND INDICATOR 7A MEASUREMENT DEVELOPMENT IN PROCESS, FORMS WILL BE AVAILABLE DURING FALL 2001

OTHER:

For 1D/E a revised form for proposing goals to be developed. The next 3-year goal is to be set in the 2002-03 (Year 7) performance year for FYs '04, '05, & '06.

CRITICAL SUCCESS FACTOR 1

MISSION FOCUS

(1) MISSION FOCUS**(1A) EXPENDITURE OF FUNDS TO ACHIEVE INSTITUTIONAL MISSION****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors (all institutions)

See Addendum B, pages 103-109 for additional guidance regarding monitoring.
Pending CHE approval to be considered monitored through other scored indicators as indicated on pages 106-107.

(1) MISSION FOCUS**(1B) CURRICULA OFFERED TO ACHIEVE MISSION****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator.

See September 2000 Workbook pages 69-71 for applicable definitions and standards.
No changes were made to the measure or standards for Year 6.

APPLICABILITY AS OF YEAR 6

Research and Teaching Sectors: All three points included in the measure definition apply. For these two sectors, the indicator applies as a “scored indicator” (i.e., percent of programs meeting the three is measured against the adopted performance scale).

Regional and Technical Sectors: All points in the measure apply except point three. The Commission does not conduct program review for two-year institutions. The indicator is a “compliance” indicator for these two sectors (i.e., if all programs meet the first two points of the measure, the institution is in compliance with requirements).

DATA REPORTING NOTE:

CHE staff will provide performance reports to institutions by mid-March for review and comment as has been the practice in past years. Therefore, a separate data report is not required of institutions.

(1) MISSION FOCUS**(1C) APPROVAL OF A MISSION STATEMENT****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator.

See September 2000 Workbook pages 73-75 for applicable definitions and standards.
No changes were made to the measure or standards for Year 6.

APPLICABILITY AS OF YEAR 6

All Four Sectors, all institutions

DATA REPORTING NOTE:

Institutions report data to CHE. The report form is posted on-line and may be accessed from page 7 of this document. Reports are due no later than February 1, 2002. Institutions may choose to report prior to the deadline if action to amend the statement has been finalized prior to February 1, 2002.

(1) MISSION FOCUS**1D/E COMBINED:****1D, ADOPTION OF A STRATEGIC PLAN TO SUPPORT THE MISSION STATEMENT****1E, ATTAINMENT OF GOALS OF THE STRATEGIC PLAN****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator. Additionally, the indicator was revised to combine 1D and 1E as defined in Year 5 and to limit assessment to one institutional goal.

DATA REPORTING NOTE: Institutions report performance data for Year 6 to CHE's Division of Planning, Assessment and Performance Funding. Report forms are available on-line or may be accessed from the on-line supplement from links posted on page 8. Reports are due on October 5, 2001.

MEASURE

Each institution is to be assessed on its performance in attaining a measurable goal over a three-year period. Institutions are to identify, subject to the approval of CHE, the measure to be used in determining performance in attaining the selected goal and the appropriate quantitative standards for each of the three-years for which performance will be scored. Goals and their measures and targets are to be approved such that there will be no delay between ending one goal and beginning another for performance scoring purposes.

The identified goal and the selected measure and standards to be used in determining achievement of the goal will meet at a minimum the following requirements:

- Be in keeping with an institution's own institutional strategic plan or the strategic plan for higher education in South Carolina as approved by the Commission on Higher Education and the Council of Public College and University Presidents;
- Support the institution's mission and not be in conflict with the sector mission;
- Be maintained for three years;
- Include annual as well as third year goals;
- Be quantifiable;
- Not duplicate an existing performance funding measure;
- Not include capital projects; and
- Be subject to approval by the Commission on Higher Education.

APPLICABILITY

All Four Sectors (all institutions)

MEASUREMENT INFORMATION

General Data Source:	Institutions will submit proposals for consideration by the Commission as indicated in the time-table outlined below.
Timeframe:	See table, next page. Goals and targets proposed every 2 years with first being proposed in Fall 2000. For Year 6, institutions will identify one of the two approved goals in Year 5 for continued assessment in Year 6.
Cycle:	Rated annually.
Display:	Institutionally specific.
Rounding:	Institutionally specific.
Expected Trend:	In setting goals for measurement, institutions are expected to meet all requirements evidenced by CHE approval of institutionally selected goals and targets. In scoring performance, the expected trend will be institutionally specific.
Type Standard:	To be proposed by institutions and approved by the CHE. Institutionally specific standards for the upcoming three performance years were set as part of Year 5 performance. (Standards set and approved during the 2000-01 performance years and to be used in scoring this indicator during performance years 2001-02, 2002-03, and 2003-04.)
Improvement Factor:	Not Applicable

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

In past years, Year 4 and prior, institutions have submitted planning documents with goals outlined in these documents for consideration for Indicator 1D. In submitting these plans, institutions have complied with requirements of 1D. For the first time in Year 4, institutions reported for Indicator 1E on their attainment of goals outlined in institutional planning reports submitted. (In Year 4, assessment for 1E was of FY 98-99 goals as submitted in Spring 1998 for Indicator 1D in year 3).

Effective in Year 5, the Commission approved revising the definition of Indicators 1D and 1E to provide more meaningful and individualized assessment. As of Year 6, the Commission has determined that 1D and 1E are to be combined and institutions measured on the attainment of 1 goal rather than 2 as was approved in Year 5. As a result, of the approved changes in Year 5 and reconsideration of this indicator for its continuation in Year 6, institutions will only be required to submit one goal as their focus and to propose standards to use in determining success in attaining the selected goal as requirements for the combined Indicator 1D/E. These standards are subject to approval by the Commission. The goals and targets selected will normally remain in effect for a three-year period. Rather than indicator 1D being a compliance indicator with compliance contingent upon institutions' submission of goals and corresponding targets, subject to Commission's approval, and Indicator 1E being an indicator scored relative to each institution's own targets set for "exceeding," "achieving," or "failing to achieve" the selected goals, the Commission will only score performance based on the attainment of standards identified.

SC Strategic Plan for Higher Education may be accessed at the CHE website at <http://www.che400.state.sc.us/web/Perform/IE/Introduction/New%20Strategic%20Plan%202000.htm>

Setting of Goals: Goals are to be submitted in October of the appropriate year as identified below and should adhere to the general outline as prescribed above. The goals are to remain in effect for 3 years. Goals were originally set in Year 5 and cover the time period from FY 2000-01 to FY 2002-03. Targets (standards) selected are annual targets of performance for each year of the goal.

A table describing the general measurement cycle for the combined 1D/E follows. A revised form for reporting performance assessed for Year 6 for this indicator follows the description of the indicator.

SUMMARY OF MEASUREMENT SCHEDULE FOR COMBINED INDICATOR 1D/E

Performance Year	Requirements	Rating
Yr 5 (2000-01 with ratings occurring in Spring 01)	<p>Institutions proposed 2 goals to be maintained for 3 years and proposed annual targets.</p> <p>Revisions occurring in Spring 2001 will result in the selection of 1 goal for continuation.</p> <p>Goals with corresponding target set for:</p> <p>FY 2000-01 FY 2001-02 FY 2002-03</p>	<p>1D: In Year 5 treated as a Compliance Indicator with the setting of goals and targets and approval by CHE fulfilling requirements.</p> <p>1E: None in Yr 5. Institutions will report next in October 2001 on goals set for FY 2000-01.</p>
Yr 6 (2001-02 with ratings occurring in Spring 02)	<p>Report on the attainment of the goal set in Year 5 for the FY 2000-01 period. Report will be due as announced during the 1st week in October 2001.</p> <p>Institutions selected 1 of 2 goals approved in Year 5 for continuation. Selected goals presented to CHE for information on July 12, 2001</p>	<p>Rated on FY 2000-01 goal relative to the target for the FY 2000-01 goal set in Yr 5.</p> <p>(end of 1st year of the first 3-yr period for rating performance of goals adopted in Year 5)</p>
Yr 7 (2002-03 with ratings occurring in Spring 03)	<p>Report on the attainment of the goals set in Year 5 for the FY 2001-02 period. Report will be due as announced during the 1st wk in October 2002.</p> <p>("check-up" on goals set in Yr 5 may be conducted to determine if any institutional concerns or needed modifications)</p> <p>Propose 1 goal to be maintained for 3 years and propose annual targets. To occur during Fall 2002.</p>	<p>Rated on FY 2001-02 goals relative to the target for the FY 2001-02 goals set in Yr 5.</p> <p>(end of 2nd year of the first 3-yr period for rating performance of goals adopted in Year 5)</p>

Performance Year	Requirements	Rating
	A goal with corresponding measure and targets will be set for: FY 2003-04 FY 2004-05 FY 2005-06	
Yr 8 (2003-04 with ratings occurring in Spring 04)	Report on the attainment of the goal set in Year 5 for the FY 2002-03 period. Report will be due as announced during the 1 st week in October 2003.	Rated on FY 2002-03 goals relative to the target for the FY 2002-03 goals set in Yr 5. (end of 3 rd yr of the first 3-yr period. for rating performance of goals adopted in Year 5. This completes cycle for assessment of goals set in Yr 5)

STANDARDS USED TO ASSESS PERFORMANCE

Each institution will have an approved goal and the corresponding measure and standards for assessing attainment of the goal. Annually, institutions will receive scores of 1, 2, or 3 for "failing to achieve," "achieving," or "exceeding," respectively, the approved standard for the year. Goals and proposed targets will be approved by the Commission. The goals are set for three-years and performance in attaining those goals will be rated annually.

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 6 (2001-02), 7 (2002-03), AND 8 (2003-04)		
Sector	COMPLIANCE INDICATOR	
All Four Sectors	Will vary from institution to institution.	As of February 1, 2001, all institutions had 2 goals and corresponding targets approved. Institutions select ed 1 of the 2 approved in Yr 5 for continuation and scoring in Years 6, 7, and 8.

Improvement Factor: Not Applicable

NOTES

1) For Year 6 (2001-02 to impact FY 03), the CHE determined that a single indicator replacing the separate 1D and 1E indicators would be continued as a scored indicator for all institutions. Revisions included the combining of 1D and 1E into a single indicator that retains the properties of the two as separate indicators. The number of goals tracked was also reduced from two to one. Institutions chose one goal from the goals as approved in Year 5. (See also CHE or PA Committee minutes and materials of reports for July 12, 2001.)

2) The Commission revised the measures for 1D and 1E in Year 4 effective July 6, 2000, with Year 5 as indicated here -- **1D**: Prior to Year 5 the measure was defined as: *Strategic planning report with defined characteristics, based on the institution's adopted strategic plan, will be approved by the Commission on Higher Education based on*

whether or not it addresses the required elements, and whether or not it supports the mission statement of the institution. For additional information on this indicator as measured in the past see pages 17 and 18 of the March 1999, 2nd edition of the workbook. The indicator was measured as a compliance indicator in the past and will continue with the revisions above to be measured as a compliance indicator.

1E: Prior to Year 5, the measure was defined as: *The institution's meeting, or making acceptable progress toward, the goals as outlined in the Institutional Planning Report, excluding the benchmarks and targets required by Act 359 of 1996.* This measure was based on the goals identified as part of indicator 1D requirements. For additional information on this indicator as measured in the past see pages 19 and 20 and the April 30, 1999, Errata Sheet of the March 1999, 2nd edition of the workbook. The indicator was measured as a compliance indicator in the past, but with the revisions indicated above will be scored in relation to agreed upon targets. Assessment of Indicator 1E was deferred in Year 5 to provide for the setting of goals and targets in light of the revisions adopted July 6, 2000. Assessment will begin in Year 6 based on the goal and target approved for 1D in Year 5.

CRITICAL SUCCESS FACTOR 2

QUALITY OF FACULTY

(2) QUALITY OF FACULTY**(2A) ACADEMIC AND OTHER CREDENTIALS OF PROFESSORS AND INSTRUCTORS**

2A for Technical Colleges Only: Percent of headcount teaching faculty teaching undergraduates meeting SACS requirements.

2A for Research, Teaching, and Regional Campuses: Percent of full-time faculty who have terminal degrees in their primary teaching area.

CURRENT STATUS

As of Year 6, 2001-02, scored indicator with revisions to the indicator and applicability from that as defined for the last performance year.

MEASURE

The quality of the faculty as represented by the academic and other credentials of professors and instructors is to be measured as:

2A for Technical Colleges Sector: the percent of all headcount faculty who teach undergraduate courses and who meet the criteria for faculty credentials of the Southern Association of Colleges and Schools (SACS); and

2A for Research, Teaching, and Regional Campuses Sectors: the percent of all full-time faculty who have terminal degrees as defined by SACS in their primary teaching area.

APPLICABILITY

Applies as indicated in the measure above to institutions in all four sectors.

MEASUREMENT INFORMATION

General Data Source:	Data reported by Institutions to CHE as part of CHEMIS Faculty File data. Data is calculated by CHE from the information reported on the fall faculty file.
Timeframe:	The most recent Fall Semester is considered for ratings. For Year 6, data from Fall 2001 will be considered.
Cycle:	Rated annually.
Display:	Data expressed as a percent.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to set scale.
Improvement Factor:	<u>2A for Technical Colleges:</u> Not Applicable. <u>2A for All Others:</u> $\geq 3\%$ of past 3-year average.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

CALCULATING 2A AS APPLIED TO TECHNICAL COLLEGES:

This part, a measure of faculty teaching undergraduate courses who meet SACS criteria, is reported as part of the CHEMIS faculty file requirements. The CHEMIS variable for this part is "SACS_2A1" as reported on the faculty file. Institutions report data for all those teaching whether or not SACS criteria for faculty credentials are met. For additional information on the CHEMIS data collected, see

http://www.che400.state.sc.us/web/chemis/CHEMIS_MANUAL.html. Information related to calculations for performance funding using the CHEMIS faculty file may be found at <http://www.che400.state.sc.us/web/chemis/facultyrpt.html>.

For performance funding purposes, the population used to determine the percentage for 2A for Technical colleges will be the faculty, excluding graduate teaching assistants, who taught at least one credit course at the undergraduate course level during the fall semester. The percentage is calculated by CHE by crossing the CHEMIS faculty data with CHEMIS course data to determine those teaching and for those identified, the percentage of those reported to meet SACS.

Faculty: All headcount faculty who teach one or more credit courses in the fall semester.

Headcount faculty refers to full-time and part-time faculty members teaching credit courses in the fall semester.

The criteria for SACS accreditation referred to is found on pages 42-49 (Section 4.8, Faculty) of the 1998 Southern Association of Colleges and Schools (SACS) publication, Criteria for Accreditation, Commission on Colleges. For your reference, relevant excerpts from this information is displayed on pages 87-88 of Sept 2000 Workbook. Additional information regarding accessing SACS criteria on-line is provided after the "NOTES" section below.

Undergraduate courses will be determined by the CHEMIS variable COUR_LEVEL and the codes 1 through 4. These codes include: remedial, lower division, upper division, and senior/graduate courses.

Graduate teaching assistants are those who are officially enrolled as students in graduate programs and are teaching as part of their graduate education experience. Graduate students who are employed by institutions in either full-time or part-time capacity as a member of the faculty, for example, those holding the rank of instructor, will be included in calculations.

CALCULATING 2A AS APPLIED TO INSTITUTIONS IN THE RESEARCH, TEACHING, AND REGIONAL CAMPUSES SECTORS:

2A for senior institutions and regional campuses measures **full-time faculty** who have a terminal degree in their primary teaching area. Institutions are measured on the percent of those identified who have a **terminal degree** in their **primary teaching area**. For definitions of underlined, see below. The CHEMIS variable for this part is "SACS_2A2" as reported on the faculty file. See the our website and posted technical documentation for CHEMIS for additional information.

Full-time faculty are the same faculty population used as the basis for Indicator 2D for

purposes of determining average faculty salaries and include those full-time faculty on annual contracts whose research or teaching represents more than 50 percent of their duties. (See the following note and Indicator 2D for additional details related to the faculty definition applied here.)

Approved July 12, 2001:

To address concerns here regarding the measure standards and institutions with nursing faculty, the CHE approved imposing, for this indicator only, a five-year moratorium on including nursing faculty (individuals whose primary teaching area is nursing) in the numerator or denominator. These individuals are being excluded for five years take into account the limited supply of PhD nursing faculty at this time given the relative “newness” of the PhD degree as the terminal degree for nursing faculty.

CHE plans to re-visit the issue during the timeframe, possibly requesting data (if not available on the CHEMIS system) annually from institutions with nursing programs as to the numbers of nursing faculty and their credentials. If needed data is not available from CHEMIS, CHE plans to request in the near future such data from institutions to establish a baseline regarding full-time nursing faculty and credentials in order to monitor this issue. In reporting for the CHEMIS variable SACS_2A2, institutions will identify applicable “nursing” faculty. See CHEMIS documentation for additional information.. It is noted that the standard adopted in Year 6 should allow more flexibility in providing for differences in mix of programs that may affect the percentages of full-time faculty holding terminal degrees.

Terminal Degree in Primary Teaching Area: To make determinations as to whether or not someone holds a terminal degree in their primary teaching area, the following guidance applies:

For those teaching academic subjects, the individual must hold the terminal degree in the primary teaching area as determined by the institution. **Terminal degree** is defined by SACS according to the subject area taught. In most disciplines, the terminal degree is the doctorate; however, in some disciplines, the master’s degree may be considered the terminal degree, for example, the M.F.A. and M.S.W. degrees. Note that first professional degrees held by those teaching in areas for which an appropriate doctoral degree is available are not considered as “terminal degrees in field,” except as provided for in exceptions listed below. **Primary teaching area** is defined as the academic discipline area for which the faculty is employed or assigned by the institution.

Institutions will be responsible for making the determination for each faculty member as to whether or not the terminal degree is in the primary teaching area. For purposes of data verification, institutions should keep records indicating an individual's primary teaching area, terminal degree, and as necessary, notes related to the determination that the terminal degree is in the primary teaching area.

Exceptions to the above definition of “terminal degrees” approved July 12, 2001:

To address issues and concerns raised regarding the treatment of faculty with first professional degrees, CHE, for purposes of this indicator approved on July 12, 2001, counting first professional degrees under the circumstances outlined below.

- *Faculty who hold a law degree (Juris Doctorate or equivalent): CHE approved that, for purposes of this indicator, institutions may count as holding a terminal degree faculty who hold a law degree (Juris Doctorate or equivalent) and whose primary teaching area*

is law (i.e., law school faculty) AND faculty whose primary area is business who hold a Juris Doctorate or equivalent degree and whose primary responsibility within the business program is teaching law courses such as business law or legal environment of business.

- Faculty who hold a first professional degree of MD, DMD or PharmD or the equivalent level degree for each of these designated first professional degrees: CHE approved that, for purposes of this indicator, institutions may count as holding a terminal degree faculty who hold a first professional degree of MD, DMD or PharmD or the equivalent level degree for each of these designated first professional degrees and whose primary area is in teaching in colleges of medicine, dentistry, or pharmacy. For other faculty, current definitions for the indicator for determining terminal degree would apply. (See page 85 of the Year 5 Workbook).

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 FOR TECHNICAL COLLEGES AND 2001 FOR OTHERS TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
INDICATOR 2A for TECHNICAL COLLEGES, Percent of Faculty Meeting SACS Requirements		
Technical Sectors	98.0% to 99.9% or all but one faculty member if % is below 98.0%	"All but one..." applies in the event that an institution's performance falls below the indicated range for a 2 and all faculty, except one, meet the requirements. In such cases, a score of 2 will be earned.
INDICATOR 2A for RESEARCH, TEACHING AND REGIONAL CAMPUSES, Percent of Full-time Faculty with Terminal Degrees in Their Primary Area		
Research	75% to 84%	Due to revised definition, CHE approved a revised standard effective in Yr 6.
Teaching	70% to 84%	Due to revised definition, CHE approved a revised standard effective in Yr 6.
Regional	60% to 74%	Due to revised definition, CHE approved a revised standard effective in Yr 6.

*If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.

Improvement Factor: **2A for Technical Colleges: Not Applicable.**
 2A for Research, Teaching & Regional Campuses: 3%

For 2A for Research, Teaching & Regional Campuses: If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (3% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) Effective with Year 6 (2001-02), the Commission determined that Indicator 2A would be continued as a scored indicator. The measure was revised such that the measure known as 2A1 in Year 5 would be continued as the scored measure for 2A for Technical Colleges and a single revised measure for what was part 2A2 in Year 5 would be used for all other institutions. The revised measure for 2A applicable to research, teaching and regional campus sector institutions was defined to assess for full-time faculty the percentage of those with a terminal degree in the primary teaching. In past years, only faculty teaching undergraduates were included. Other changes included providing for exceptions as outlined above for the counting of first professional degrees as terminal degrees and providing for a moratorium on including nursing faculty for 5 years. Additionally, revised standards for the measure as applied to research, teaching and regional campus sector institutions were approved.

2) No revisions to the measure were made effective with Year 5. The Commission continued deferring part 2 for the Technical Colleges due to measurement issues. The Commission adopted common standards for institutions within sectors for the purpose of assessing performance results. In past years, institutional benchmarks were used.

3) This measure was revised effective with Performance Year 4, 1999-2000. Subpart 2A2 was amended to correct an unintended consequence of the phrasing of the measure as initially defined. As initially defined, the measure excluded terminal degrees such as MFA and MSW because they did not “exceed,” which is particularly disadvantageous for those institutions with strong programs in areas such as the fine arts and social work. Also, for this part of the measure, institutions will benchmark both the percent of headcount faculty who have technical degrees (subpart a) and also the percent of full-time faculty who have technical degrees (subpart b). The provision for the technical college system for exceeding minimum technical competence criteria, as defined by the SBTCE, is retained.

FOR RELEVANT SACS DEFINITIONS

SEE PAGES 87 AND 88 OF SEPTEMBER 2000 WORKBOOK : Excerpts of material from “Criteria for Accreditation, Commission On Colleges” 1998 publication of the Southern Association of Colleges and Schools related to requirements of faculty relevant to assessment of Indicator 2A are excerpted including: pp 42 and 43, Section 4.8 Faculty including 4.8.1 Selection of Faculty, 4.8.2 Academic and Professional Preparation, and 4.8.2.1 Associate and pages 44-46 and 48, Section 4.8 Faculty continued including 4.8.2 Baccalaureate and 4.8.3 Part Time Faculty.

For additional information and the complete publication regarding criteria for accreditation, please go to www.sacscoc.org and select from the homepage “Commission Publications and Selected Policies.”

(2) QUALITY OF FACULTY**(2B) PERFORMANCE REVIEW SYSTEM FOR FACULTY TO INCLUDE STUDENT AND PEER EVALUATIONS****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors (all institutions)

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be monitored through a cyclical process using data available to CHE as indicated on pages 107-108. *(Review scheduled on a 3-yr cycle beginning Summer 2004.)*

(2) QUALITY OF FACULTY**(2C) POST-TENURE REVIEW FOR TENURED FACULTY****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

Research, Teaching, and Regional Sectors. Not Applicable for the Technical Sector as this sector does not have a tenure-track system for faculty.

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be monitored through a cyclical process using data available to CHE as indicated on pages 107-108. (Review scheduled on a 3-yr cycle beginning Summer 2004.)

(2) QUALITY OF FACULTY**(2D) COMPENSATION OF FACULTY****For Regional Campuses and Technical Colleges:****2D, Average compensation of all faculty****For Research Institutions and Teaching Universities:****2D, Average compensation of assistant professors****2D, Average compensation of associate professors****2D, Average compensation of professors****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator with revisions to the indicator and applicability from that as defined for the last performance year.

MEASURE

For Research Institutions and Four-year Colleges and Universities, the measure is the average faculty salary by rank for the ranks of assistant professor, associate professor and professor.

For Regional Campuses of the University of South Carolina, the measure is the average of faculty salaries. Faculty with ranks of instructor, assistant professor, associate professor, and professor will be included in determining the average.

For Technical Colleges, which do not utilize ranking of faculty, the measure is the average of faculty salaries.

Note: The Overall Score for Indicator 2D is derived as follows: For institutions assessed by multiple parts, institutions will receive a score on each applicable part. The scores earned are averaged to produce the final score for the indicator. The final averaged score is the average of the scores on the 3 parts, rounded to two decimal places. If only average salary of all faculty applies, then the score earned is the indicator score.

APPLICABILITY

All Four Sectors with definitional differences as indicated in the description of the measure.

MEASUREMENT INFORMATION

General Data Source: Reported by Institutions to CHE as part of the CHEMIS Faculty File and in fulfillment of requirements for IPEDS Salary Survey and salary data reporting for CUPA/Oklahoma. Data is calculated by CHE for the Salary Surveys and Performance Funding from the information reported by the institution on the fall faculty file.

Timeframe: Based on data reported for the NCES IPEDS Fall Salary

	Survey for the most recent ended fall prior to ratings. For Year 6, Fall 2001 Survey.
Cycle:	Rated annually.
Display:	Data expressed as a dollar amount.
Rounding:	Data rounded to nearest whole dollar.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Annual performance assessed in comparison to set scale.
Improvement Factor:	>= (Legislative % increase for unclassified employees plus 1) of the prior year performance. For Year 6, >= 3% of the prior year (Legislated increase for FY 2001-02 is 2%).

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

Faculty is defined for four-year institutions and two-year regional campuses by College and University Personnel Administrators (CUPA) instructions and also for research institutions the Oklahoma Salary Study. For technical colleges, faculty are defined by Integrated Post Secondary Educational Data System (IPEDS) salaries survey instructions. For additional details, please refer to these surveys and/or CHEMIS technical documentation. Generally, faculty selected for inclusion are those with the primary responsibility of instruction (greater than 50% of assigned time), employment status of full-time, and for those institutions ranking faculty, rank of professor, associate professor, assistant professor, instructor, or lecturer.

Note – CUPA provisions exclude some disciplines in calculating average salaries. For performance funding purposes all disciplines are included in the calculation as appropriate to the definition of faculty which includes those who are full-time with more than 50% of time for research or teaching.

Average salary is defined as nine to ten month salaries (or eleven to twelve months salaries converted to nine to ten months salaries).

STANDARDS USED TO ASSESS PERFORMANCE

Standards displayed are for year of assessment only. For this indicator the standard used to judge performance is indexed to either national average salary data or for research institutions peer average salary data. The figure used as the index is updated annually and those figures are unavailable at this time. The index used will be the most recent available figure relevant to a particular sector or in the case of the research sector, each institution, inflated up to the current year.

The Committee reviewed recommended revised standards for use in Year 6 on July 12, 2001, and deferred approval of the standards until the September meeting of the Committee. As of this printing, the standards under review are highlighted in yellow in the table on the following page. Please refer to Agenda item 2c of the July 12, 2001, Planning and Assessment Committee meeting for details regarding the derivation of the recommended revised standards.

CHE approved salary standards with revision to technical college standard from that presented previously. 9/6/01

BASED ON STANDARDS METHODOLOGY ADOPTED IN 2000 THE FOLLOWING STANDARDS ARE TO BE EFFECTIVE FOR PERFORMANCE YEAR 6 (2001-02)

Sector	Level Required to Achieve a Score of 2 *	Reference Notes
2D, Average Salary of Faculty (Applies to Regional Campuses and Technical Colleges)		
Regional	\$35,687 - \$45,156	Based on being at or within 75.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution and inflated to the current year by legislated pay increases. The 2000-2001 AAUP average for 2-yr public institutions with academic rank (for Regional Campuses) is \$46,650. The 2000-01 AAUP average for 2-yr public institutions without academic rank used for Technical Colleges is \$46,020. However, due to data concerns for the latter figure, the 1999-00 number, \$43,389, inflated by 3% to 2000-01 was used as the base for technical colleges. The "base" averages were inflated up 1 year by 2% and then used to derive the values at left.
Technical	\$34,188 - \$43,260	
2D, Average Compensation of Assistant Professors (Applies to Research and Teaching Institutions)		
Clemson	\$42,773 - \$50,740	Standard based on being at or within 80.0% to 94.9% of the average salary of peer institutions inflated up to the current year. The inflated value used to derive the standards at left included the following: for Clemson, \$52,418, for USC C, \$54,802, and for MUSC, \$66,211.
Univ. of SC Columbia	\$44,718 - \$53,047	
Medical Univ. of SC	\$54,028 - \$64,091	
Teaching	\$36,840 - \$43,701	Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution by rank and inflated up to the current year by legislated pay increases. The 2000-01 AAUP average for Comprehensive 4-yr institutions for assistant professors is \$45,147. The average was inflated up to the current year by 2% to derive the values at left.
2D, Average Compensation of Associate Professors (Applies to Research and Teaching Institutions)		
Clemson	\$50,643 - \$60,075	Standard based on being at or within 80.0% to 94.9% of the average salary of peer institutions inflated up to the current year. The inflated value used to derive the standards at left included the following: for Clemson, \$62,062, for USC C, \$63,772, and for MUSC, \$77,028.
Univ. of SC Columbia	\$52,038 - \$61,730	
Medical Univ. of SC	\$62,855 - \$74,562	
Teaching	\$44,787 - \$53,129	Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution by rank and inflated up to the current year by legislated pay increases. The 2000-01 AAUP average for Comprehensive 4-yr institutions for associate professors is \$55,886. The average was inflated up to the current year by 2% to derive the values at left.

2D, Average Compensation of Professors (Applies to Research and Teaching Institutions)		
Clemson	\$69,559 - \$82,514	Standard based on being at or within 80.0% to 94.9% of the average salary of peer institutions inflated up to the current year. The inflated value used to derive the standards at left included the following: for Clemson, \$85,244, for USC C, \$87,988, and for MUSC, \$97,996.
Univ. of SC Columbia	\$71,798 - \$85,171	
Medical Univ. of SC	\$79,965 - \$94,858	
Teaching	\$56,164 - \$66,624	Based on being at or within 80.0% to 94.9% of the national average salary where the national average salary is that reported by AAUP for 2000-01 for the type institution by rank and inflated up to the current year by legislated pay increases. The 2000-01 AAUP average for Comprehensive 4-yr institutions for professors is \$68,828. The average was inflated up to the current year by 2% to derive the values at left.

***If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.**

Improvement Factor: 3% for Year 6 (The factor is adjusted annually based on the legislated pay increase plus 1).

If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

The performance being assessed must equal or exceed the institution's prior year performance (most recent ended year not including the performance being assessed) by the legislatively mandated increase for unclassified employees plus 1 of most recent ended year.

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent Yr + (3% of Most Recent Year))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) Effective with Performance Year 6, the Commission approved continuing the measure for 2D as a scored indicator for all institutions. No revisions to the measure were made except that for the four-year institutions where performance is assessed by faculty rank, the subpart assessing the instructor level was removed as a scored part of the indicator. Revised standards for Year 6, derived using the methodology adopted in Year 5, were initially reviewed by the Planning and Assessment Committee on July 12, 2001 and deferred for further consideration. As of this printing it is expected that the Committee will consider standard recommendations in September.

2) Effective with Performance Year 5, 2000-01, the Commission adopted changing the measure for the Regional Campuses from assessment by faculty rank to assessment of the average salary of all faculty as was the case in years prior to Year 4. The change was made due to the low number of faculty at different ranks. For the other sectors, no change in the measure was made. In addition to this measurement change, the Commission also adopted a change in the method for assessing performance - a scale

common to institutions within a sector and based on national data or for the research sector, peer data, will be used rather than annually proposed individual institutional benchmarks.

3) This measure was revised effective with Performance Year 4, 1999-2000. The measure was changed from one overall average for faculty salaries to averages displayed by the ranks of instructor, assistant professor, associate professor, and professor, with the sector benchmark being the national peer average by rank. The change in measure has no impact on the technical colleges, which do not have a system of faculty rank.

(2E) AVAILABILITY OF FACULTY TO STUDENTS OUTSIDE OF THE CLASSROOM

(2E1) Percent of Faculty Receiving a Rating of Satisfied

(2E2) Percent of Students Reporting Satisfaction with the Availability of Academic Advisors

CURRENT STATUS

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors (all institutions).

See Addendum B, pages 103-109 for additional guidance regarding monitoring.
Pending CHE approval to be considered monitored through other scored indicators as indicated on pages 106-107.

(2) QUALITY OF FACULTY**(2F) COMMUNITY AND PUBLIC SERVICE ACTIVITIES OF FACULTY
FOR WHICH NO EXTRA COMPENSATION IS PAID**

As a result of consideration of revisions during performance year 1998-99, this measure was incorporated with the measure for Indicator 2B, Performance Review System for Faculty, to create a single measure and score for the combined indicators.

CURRENT STATUS

See indicator 2B. As of Year 6, 2001-02, indicator 2B will not be scored

See Addendum B, pages 103-109 for additional guidance regarding monitoring.
Pending CHE approval to be considered monitored through other scored indicators as indicated on pages 106-107.

CRITICAL SUCCESS FACTOR 3

CLASSROOM QUALITY

(3) INSTRUCTIONAL QUALITY**(3A) CLASS SIZE AND STUDENT/TEACHER RATIOS**

(3A1a) Average class size for lower division courses.

(3A1b) Average class size for upper division courses.

(3A2a) Percentage of large classes – undergraduate lecture sections of 50 or more.

(3A2b) Percentage of large classes – lower division lecture sections of 100 or more.

(3A3) Ratio of FTE students to FTE Faculty.

CURRENT STATUS

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

Research Sector, except MUSC, Teaching Sector and Regional Sector: All parts apply.

MUSC: All parts apply except average class size for lower division courses (3A1a) and percentage of lower division lecture sections of 100 or more (3A2b).

Technical Sector: All parts apply except average class size of upper division courses (3A1b).

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be monitored through a cyclical process using data available to CHE as indicated on pages 107 & 109. (Review scheduled on a 3-yr cycle beginning Summer 2006.)

(3) INSTRUCTIONAL QUALITY**(3B) NUMBER OF CREDIT HOURS TAUGHT BY FACULTY****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors (all institutions).

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be monitored through a cyclical process using data available to CHE as indicated on pages 107 & 109. *(Review scheduled on a 3-yr cycle beginning Summer 2006.)*

(3) INSTRUCTIONAL QUALITY**(3C) RATIO OF FULL-TIME FACULTY AS COMPARED TO OTHER
FULL-TIME EMPLOYEES****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors (all institutions).

See Addendum B, pages 103-109 for additional guidance regarding monitoring.
Pending CHE approval to be considered monitored through other scored indicators as
indicated on pages 106-107.

(3) INSTRUCTIONAL QUALITY**(3D) ACCREDITATION OF DEGREE-GRANTING PROGRAMS****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator.

See September 2000 Workbook pages 121-122 for applicable definitions and standards. No changes were made to the measure or standards for Year 6.

APPLICABILITY AS OF YEAR 6

All Four Sectors – applies to institutions with any programs for which there is a recognized accrediting agency. The indicator currently does not apply to the regional campuses of USC including Beaufort, Salkehatchie, Sumter, and Union. The indicator is applicable currently for all other institutions.

NOTES:

During Year 6 for possible implementation in Year 7, revisions to the methodology currently used for the counting of accredited and creditable programs will be discussed. Until further action, programs will be continued to be counted as has been the case, i.e., at the “agency” level. It is expected that in Year 7 the program count will be by the separate programs for which accreditation is applicable. For example, currently 2-yr engineering programs do not count separately although ABET accredits programs and not the overall course of study. As an example, if there are 3 engineering programs and 1 accredited, the count is 1 and 1. In future years the expectation would be that the programs would counted separately, and following the above example, doing so results in 1 of 3 programs being counted.

DATA REPORTING NOTE:

Data for 3D is initially reported as part of institutional effectiveness (IE) reporting and the reader is referred to the IE reporting requirements that are posted on the web. An update to that report must be submitted to the CHE Division of Planning, Assessment and Performance Funding on February 1, 2002. The required format may be accessed on-line or from the on-line supplement from links provided on page 7.

(3) INSTRUCTIONAL QUALITY**(3E) INSTITUTIONAL EMPHASIS ON QUALITY TEACHER EDUCATION AND REFORM****(3E1) Program Quality – NCATE Accreditation****(3E2a) Student Performance – Performance on professional knowledge portion of national teacher examination.****(3E2b) Student Performance – Performance on specialty area portions of national teacher examination.****(3E3a) Critical Needs – Percentage of teacher education graduates graduating in critical shortage areas.****(3E3b) Critical Needs – Percentage of teacher education graduates who are minority.****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator for Teaching Sector only. For Clemson and USC Columbia, the indicator will not be scored as of Year 6.

See September 2000 Workbook pages 123-128 for applicable definitions and standards.

~~No changes were made to the measure or standards for Year 6.~~

Pending CHE approval on January 3, 2002, of a Committee recommendation approved December 13, 2001 for consideration by the CHE, the following changes are to be effective in Year 6, 2001-02 for Indicator 3E:

1.) Defer from scoring indicator 3E2a. These data are also deferred in 7D.

2.) Amend standard for 3E2b from 80%-89% to 75%-89%.

As a reminder, it is noted that for institutions with teacher education programs, scores for the middle school pedagogy examination (PLT 5-9) were excluded in Year 5 and will be excluded again in Year 6. Curricula are being developed/adopted to support this new certification area.

APPLICABILITY AS OF YEAR 6

Applicable as a scored indicator for Teaching Sector institutions only.

DATA REPORTING NOTE:

Institutions report data to CHE Division of Planning, Assessment and Performance Funding for part 3E3a and 3E3b. The report form is available on-line or may be accessed from the on-line supplement by links provided on page 7. Reports are due no later than February 1, 2002.

Data for part 2 is reported through institutional effectiveness (IE) reporting and the reader is referred to the IE reporting requirements that are posted on the web. The performance data is calculated by CHE staff, and as has been the case in past years, Year 6 performance results will be posted for institutional review as soon as practical after the data becomes available.

PLEASE NOTE THE FOLLOWING CORRECTIONS TO THE SEPT 2000 WORKBOOK:

p. 125: Flow Chart, trapezoid associated with the 4th "YES" (reading down the left-hand side for the page) should read "Add 1 to # Passed" and not "Add 1 to # Tested"

p. 127: Improvement factor for 3E2 is 3% and not 5%

Also Note: In Year 6 for possible implementation in Year 7, further consideration will be given to the alignment of part 2 of this indicator with Title 2 reporting requirements.

CRITICAL SUCCESS FACTOR 4

INSTITUTIONAL COOPERATION AND COLLABORATION

4) INSTITUTIONAL COOPERATION AND COLLABORATION**COMBINED 4A/B:**

(4A) SHARING AND USE OF TECHNOLOGY, PROGRAMS, EQUIPMENT, SUPPLIES, AND SOURCE MATTER EXPERTS WITHIN THE INSTITUTION, WITH OTHER INSTITUTIONS, AND WITH THE BUSINESS COMMUNITY

(4B) COOPERATION AND COLLABORATION WITH PRIVATE INDUSTRY

CURRENT STATUS

As of Year 6, 2001-02, scored indicator with revisions to the indicator and applicability from that as defined for the last performance year.

MEASURE

Indicator 4A/B is defined tailored to each sector. 4A/B is intended to measure sector focused efforts of institutional cooperative and collaborative work with business, private industry and/or the community. Each sector, subject to approval of the Commission, will develop a common measure that will be the focus of the sector for a timeframe to be determined in excess of one year. Standards will be adopted for use in scoring individual institutional performance annually after the first year of implementation.

For sector specific measurement information, see section "Measures As Defined By Sector" below following the "NOTES" section.

APPLICABILITY

All Four Sectors (all institutions).

MEASUREMENT INFORMATION

General Data Source:	Institutional reports to CHE.
Timeframe:	To be determined by sector.
Cycle:	Annual assessment of performance relative to standards. Timeframes to be determined by sector.
Display:	To be determined by sector.
Rounding:	To be determined by sector.
Expected Trend:	To be determined by sector.
Type Standard:	Annual performance assessed in comparison to set scale.

CALCULATION, DEFINITIONS and EXPLANATORY NOTES

See measure as defined for each sector.

STANDARDS USED TO ASSESS PERFORMANCE

To be determined by sector.

NOTES

- 1) Effective in the 2000-01 Performance Year (Year 6), the Commission approved continuing 4A and 4B as scored indicators with revisions to the measures such that a revised single scored measure is used in assessing indicators 4A and 4B. The approved revised measure is tailored to each sector to focus on efforts of institutional cooperation and collaboration with business, private industry and/or the community. During Year 6, as the revised indicator is phased-in, the measure is scored as a compliance indicator while sectors work to identify measures and collect baseline data for purposes of determining standards. The expectation is that after Year 6, the indicator will be scored each year. The measure is designed to provide a focus for multiple years. Prior to the end of a defined focus area, sectors will re-define the focus in a time period to ensure that new measure may be scored after the concluding period of the preceding focus.
- 2) No changes effective with Year 5.
- 3) Effective in Year 4, this indicator was placed on an assessment cycle.

4A/B MEASURES AS DEFINED BY EACH SECTOR

Below are listed the measures or focus areas for which measures are being defined. For each sector, there will be a section formatted in the standard format used in providing measurement information for indicators.

INDICATOR 4A/B FOR RESEARCH SECTOR

NOTE – Measure as defined here as of July 2001. During the summer and fall, possible refinements may be considered for the measure as outlined below. Any resulting revisions will be incorporated. Note that corrections have been made since the July publication of this supplement and are highlighted in “yellow.” The indicator was approved by the Commission as a compliance indicator for all sectors in Year 6 as measurement details were refined and baseline data collected.

PROPOSED RESEARCH SECTOR MEASURE: To enhance collaborative research within the Research Sector including the development and use of an integrated faculty and grants database system.

APPLICABILITY

Clemson, USC Columbia and MUSC

RESEARCH SECTOR MEASUREMENT INFORMATION

General Data Source:	Institutional reporting
Timeframe:	The first year performance data will be submitted in October 2001, to be rated in 2001-2002. Data on preceding FY performance will be reported in October of each year.
Cycle:	Rated annually, beginning in 2001-2002, for a period of

	five (5) years, with a new measure proposed in five (5) years.
Display:	First year rated on based on the level of achievement of goals. Years 2 through 5 rated on % increase of collaborative programs over preceding year.
Rounding:	Performance data measured in whole numbers.
Expected Trend:	Upward.
Type Standard:	First year is to be rated <i>in terms of compliance</i> on attainment of goals in developing tracking program and baseline data. Years 2 through 5 rated on annual performance in comparison to set scale, to be determined using baseline gathered in the first year.

RESEARCH CALCULATION, DEFINITIONS and EXPLANATORY NOTES

In October 2001, each institution will submit a report detailing the progress in completing their tracking program. In addition, each institution will submit a list of existing collaborative efforts (as of June 30, 2001). This list will include the program title, approximate funding, partner(s), and duration. Projects will be categorized by institutional partner, with categories for individual collaborations and for partnerships that include all three research institutions. Similar data, with the exclusion of progress report on the tracking program and the addition of change numbers and percent, will be submitted in subsequent years.

Collaboration is defined as research grant applications and/or awards that involve two or more of the Research Sector institutions.

NOTE: Specific definitional issues related to determining performance such as the types of projects counted are to be resolved as the sector proceeds in its work during the summer and fall of 2001 and will be included here as available or as part of supplemental information for this measure.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2001 TO BE IN EFFECT FOR PERFORMANCE YEARS 6-10 (?)		
Sector	Level Required to Achieve a Score of 2	
RESEARCH SECTOR	<p>2000-2001 (Year 6 scored in Spring 2002): Prototype tracking software developed, baseline data and definitions submitted.</p> <p>Subsequent years: 5% to 15% increase in collaborative projects over the preceding FY.</p>	

Improvement Factor: Not Applicable

MEASURE FOR INDICATOR 4A/B FOR TEACHING SECTOR
~~UNDER DEVELOPMENT AS OF THIS PRINTING~~

The **Teaching Sector** has identified focusing on business, community, and public school representation on academic program advisory boards as the area for which the sector would like to craft a measure. The teaching university sector will pursue a measure aimed at assessing institutional involvement in the community or with area business and industry by focusing on the representation of business and community and public school representatives on academic program advisory boards. The measure being discussed would identify current involvement, increasing involvement where needed, and optimum levels of representation. The sector is working to define a measure and standards focusing the institution's activities related to outreach efforts to gain involvement by such groups on campuses.

On December 13, 2001, a measure was developed and presented to the Planning and Assessment Committee for consideration. That measure is presented in Addendum A, pp. 93-95. Summary information appears in Addendum A on p. 92. Institutions are in the process of collecting baseline data in accordance with the measure as it appears in the addendum.

MEASURE FOR INDICATOR 4A/B FOR REGIONAL CAMPUSES SECTOR
~~UNDER DEVELOPMENT AS OF THIS PRINTING~~

The **Regional Campuses** are in the process developing a measure focuses on community outreach activity by the faculty and staff of the campus. The sector has suggested that the focus could borrow from a recently adopted faculty senate document outlining service activities which include, but are not limited to: service to the community, the local campus, the regional campuses/greater University and the profession. Staff will continue to work with the campuses as the measure is developed.

On December 13, 2001, a measure was developed and presented to the Planning and Assessment Committee for consideration. That measure is presented in Addendum A, pp. 96-98. Summary information appears in Addendum A on p. 92. Institutions are in the process of collecting baseline data in accordance with the measure as it appears in the addendum.

MEASURE FOR INDICATOR 4A/B FOR TECHNICAL COLLEGES SECTOR
~~UNDER DEVELOPMENT AS OF THIS PRINTING~~

The **Technical Colleges** are in the process of developing a measure that focuses on strengthening use of technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Staff will continue to work with the colleges and expect to have a progress report from the sector available for the Committee in May.

On December 13, 2001, a measure was developed and presented to the Planning and Assessment Committee for consideration. That measure is presented in Addendum A, pp. 99-102. Summary information appears in Addendum A on p. 92. Institutions are in the process of collecting baseline data in accordance with the measure as it appears in the addendum.

CRITICAL SUCCESS FACTOR 5

ADMINISTRATIVE EFFICIENCY

(5) ADMINISTRATIVE EFFICIENCY**(5A) PERCENTAGE OF ADMINISTRATIVE COSTS AS COMPARED TO ACADEMIC COSTS****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator.

See September 2000 Workbook pages 133-135 for applicable definitions and standards.
No changes were made to the measure or standards for Year 6.

APPLICABILITY AS OF YEAR 6

All Four Sectors (all institutions).

DATA REPORTING NOTE:

Performance data is calculated by CHE staff from institutional data submitted for purposes of completing the IPEDS Finance Survey. As has been the case in past years, Year 6 performance results will be posted for institutional review as soon as practical after the data becomes available.

PLEASE NOTE THE FOLLOWING CORRECTIONS TO THE SEPT 2000 WORKBOOK:

If you have not already updated your Year 5 workbook, please note the following errata identified October 5, 2001:

p. 134: Standards Table, column Reference Notes, for each sector where it stated "40th and 75th percentile," it should read "25th and 60th percentile."

(5) ADMINISTRATIVE EFFICIENCY**(5B) USE OF BEST MANAGEMENT PRACTICES****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors (all institutions).

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be considered monitored through other scored indicators as indicated on pages 106-107.

(5) ADMINISTRATIVE EFFICIENCY**(5C) ELIMINATION OF UNJUSTIFIED DUPLICATION OF AND WASTE IN
ADMINISTRATIVE AND ACADEMIC PROGRAMS****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors (all institutions)

See Addendum B, pages 103-109 for additional guidance regarding monitoring.
Pending CHE approval to be considered monitored through other scored indicators as indicated on pages 106-107.

(5) ADMINISTRATIVE EFFICIENCY**(5D) AMOUNT OF GENERAL OVERHEAD COSTS****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors (all institutions).

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be considered monitored through other scored indicators as indicated on pages 106-107.

CRITICAL SUCCESS FACTOR 6

ENTRANCE REQUIREMENTS

(6) ENTRANCE REQUIREMENTS**COMBINED 6A/B, APPLICABLE TO CLEMSON, USC COLUMBIA, TEACHING SECTOR
AND REGIONAL CAMPUSES****(6A) SAT AND ACT SCORES OF STUDENT BODY****(6B) HIGH SCHOOL STANDING, GRADE POINT AVERAGES, AND ACTIVITIES OF
THE STUDENT BODY**

(See Next Section for a Comparable Measure defined for MUSC)

CURRENT STATUS

As of Year 6, 2001-02, scored indicator with revisions to the indicator and applicability from that as defined for the last performance year.

MEASURE

Percent of first-time entering freshmen who take the SAT or ACT test or who have reported a high school grade point average (GPA) or who have reported a high school class standing who meet or exceed the Commission-approved target score on such tests.

NOTE:

Target scores are defined as 1000 on the SAT or 21 on the ACT: both are based on approximate national averages for test takers. For high school GPA the target is 3.0 or higher on a 4.0 scale and for high school class rank, the target is within the top 30% of their senior year class.

APPLICABILITY

Applicable to Clemson University, University of South Carolina Columbia, all institutions in the Teaching and Regional Campuses Sectors. (Not applicable for MUSC and the Technical Colleges.) For an applicable comparable measure for MUSC, see definitions in the next session.

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution to CHE as part of required annual CHEMIS enrollment data reporting.
Timeframe:	The most recent ended fall term is considered for ratings. For Year 6, Fall 2001.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.

Improvement Factor: $\geq 5\%$ of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

The calculation for this indicator is based on the sum of first-time entering freshmen with either scores on the SAT of 1000 and above or on the ACT of 21 or who have a high school GPA of 3.0 and higher or who have a high school class rank within the top 30% of their senior year class as compared to all first-time freshmen with a recorded SAT or ACT score or GPA or rank.

Scores of first-time entering freshmen at each institution to be used in calculating the percent meeting or exceeding the benchmark will include: the combined score (verbal and math) of the student's SAT score (re-centered) and/or ACT composite scores, of ALL first-time entering freshmen test takers (including provisional students). Multiple scores will be treated in keeping with CHEMIS reporting.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2001 TO BE IN EFFECT FOR PERFORMANCE YEARS 6 (2001-02), AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research, Clemson and USC Columbia (See next section for comparable measure for MUSC)	75.0% - 89.9%	Revised standard adopted July 12, 2001, due to revision in measure.
Teaching	50.0% - 79.9%	Revised standard adopted July 12, 2001, due to revision in measure.
Regional	20.0% - 49.9%	Revised standard adopted July 12, 2001, due to revision in measure.

***If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.**

Improvement Factor: 5%

If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 5% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (5% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) Effective with Year 6, the CHE approved as a scored indicator for Clemson, USC Columbia, teaching sector institutions, and regional campuses a revised indicator combining measures for indicators 6A and 6B as detailed above. Revised standards were approved for this revised measure on July 12, 2001. Additionally, as reflected on the following pages, the CHE approved the development of a comparable measure for MUSC to be implemented as a scored indicator.

2) **6A:** No measurement changes were approved effective with Year 5, 2000-01. However, it was discovered this past year that due to a programming error an ACT score of 20, not 21, had been used in determining the percentage. From this year forward, an ACT score of 21 will be used as indicated in the approved measure. Historical data has been recalculated to correct this error. Additionally, the assessment of performance results effective with Year 5 has been changed from using individual institutional benchmarks to using a standard scale for institutions within a sector. **6B:** No measurement changes effective with Year 5, 2000-01. Assessment of performance results was changed from using individual institutional benchmarks to using standards common for institutions within a sector.

(6) ENTRANCE REQUIREMENTS**6A/B, MUSC: COMPARABLE MEASURE TO COMBINED 6A/B FOR MUSC****ENTRANCE EXAMINATION SCORES, COLLEGE GRADE POINT AVERAGE, AND COLLEGE RANK OF ENTERING GRADUATE AND FIRST PROFESSIONAL STUDENTS****PROPOSED MEASURE**

Percent of first-time, full-time entering graduate and first professional students who take and report required entrance examinations or who have reported a college grade point average (GPA) or a college rank who meet or exceed the Commission-approved target for such examinations or credentials.

NOTE: Target scores (see below for additional details) are defined as follows:

26.6 Medical College Admission Test, MCAT: Sum of all targets for all scored parts including Verbal Reasoning = 8.6, Physical Science=8.8, and Biological Science = 9.2)

34 Dental Admission Test, DAT: Sum of target of 17 on each part (the "Academic Average" (including Survey of Natural Sciences, Reading Comprehension and Quantitative Reasoning tests) and the "Perceptual Ability" tests) used for admission purposes

200 Pharmacy College Admission Test, PCAT: Scaled Total Score

1587 Graduate Record Exam, GRE: Total = Verbal, Quantitative, and Analytical (If all three parts are not reported, the target used is the sum of the corresponding part total for each of the reported parts. The corresponding targets for the parts are: 471 for Verbal, 569 for Quantitative, and 547 for Analytical)

521 Graduate Management Admission Test, GMAT: Total Score

3.0 or higher on a 4.0 scale	College GPA
Top 30% of Class	College Rank

APPLICABILITY

Applicable to MUSC only

MEASUREMENT INFORMATION

General Data Source: Computed from data gathered and reported by the institution to CHE. (Will give consideration of adding this reporting to CHEMIS for years subsequent to PF Year 2001-02, Yr 6, reporting)

Timeframe: The most recent ended fall term is considered for ratings. For Year 6, Fall 2001.

Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	>= 5% of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

The calculation for this indicator is based on the sum of first-time, full-time students of a given year who report in admissions material at least one of the identified credentials (entrance exam scores, college GPA, or college rank) and meet set targets for any one of the identified credentials divided by the total number of first-time, full-time students of a given year who reported in admissions material at least one of the identified credentials.

Target Score Generally: The target scores, levels identified for each credential, will initially be set for use in Year 6 and will remain constant until such time that a review of the national exam data indicates a need for an adjustment to the levels adopted. The targets are listed above.

Target Score, Exams: The target for standardized entrance examination scores will be set such that they are based on available national average data for identified examinations. In cases where national data is not available an agreed upon target to be based on any available information related to the examination and professional judgment will be identified. These examinations and target scores are identified above as a note to the "Proposed Measure." Student data for this piece will be considered provided that they were reported in admissions materials. At this time, the following exams as listed in the measure have been identified and the sources for the target scores follows. In the event that new admission tests are identified, a similar methodology will be used to determine an appropriate target score for the exam. The sources for the target scores for the exams currently considered include the following:

- MCAT: Target score is derived as the 5-year average of mean national scores for medical school applicants as reported by AAMC for years 1996 through 2000.
- DAT: Target score represents the score indicated by the ADA as typically signifying the average scaled score on each part (*the "Academic Average" (including Survey of Natural Sciences, Reading Comprehension and Quantitative Reasoning tests) and the "Perceptual Ability" tests*) of applicants on a national basis.
- PCAT: Target score represents the 50th percentile of the applicants' scaled score for the exam.
- GRE: Target score is that reported by the testing service as the mean performance of all examinees tested between October 1996 and September 1999.
- GMAT: Target Score is derived as the 5-year average of mean scores reported from 1996 through 2000.

Target Score, GPA and Rank: For the college GPA and rank, a target GPA of 3.0 or higher on a 4-point scale and a college rank in the top 30% of their class will be used as the GPA and rank targets. Student data for these pieces will be considered provided that they were reported in admissions materials.

Standardized entrance examination is the national examination taken for applicants to similar programs. Generally, the MCAT for College of Medicine; PCAT for College of Pharmacy; DAT for College of Dental Medicine; and GRE or GMAT for Colleges of Graduate Studies, Health Professions and Nursing.

College GPA is defined as the grade point average on a 4.0 scale for all credit hours attempted. For students admitted to the College of Medicine or any other College at MUSC using a similar measure of GPA, the adjusted GPA will be used.

College Rank is the student's rank in class as reported by the college from which the student earned a baccalaureate or equivalent degree.

Student is an individual entering a masters, first professional or doctoral program at the Medical University of South Carolina.

Full-time student for graduate students is defined as enrollment in 9 or more semester credits or enrollment considered full-time by the institution for students involved in involved in thesis or dissertation preparation, first professional students, and students enrolled in programs in the summer term. MUSC's academic policies for full-time status as applicable here are those published in the university's bulletin. Allowable exceptions are those consistent with university policy.

First-time student is a person enrolled at the graduate level or first professional level at an institution for the first time. Include graduate or first professional students enrolled in the Fall semester who attended graduate or first professional school in the prior summer term. (IPEDS and CHEMIS Technical Documentation, REGIS_STAT, 67.3)

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2001 TO BE IN EFFECT FOR PERFORMANCE YEARS 6 (2001-02), 7 (2002-03) AND 8 (2003-04)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research, MUSC	70.0% to 85.0%	<i>Proposed standard based on a review of preliminary data from the institution and in light of the mix of exams and program requirements.</i>

***If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.**

Improvement Factor:

5%

If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

The performance being assessed must equal or exceed the institution's 3-year

average performance (most recent ended three years not including the performance being assessed) by 5% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (5% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) Measure implemented to assess indicators 6A and 6B beginning in Performance Year 2001-02 (Year 6) for MUSC. The measure was adopted in February 2001 to provide a parallel measure to that used for an adopted revised indicator, 6A/B - combination of 6A and 6B, for Clemson and University of South Carolina Columbia. The measure is designed for MUSC in order to better assess MUSC's function as a professional/graduate health sciences institution.

(6) ENTRANCE REQUIREMENTS**(6C) POSTSECONDARY NON-ACADEMIC ACHIEVEMENT OF THE STUDENT BODY****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

Applicable for all four sectors, all institutions, except MUSC.

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be monitored through a cyclical process using data available to CHE as indicated on pages 107-108. (Review scheduled on a 3-yr cycle beginning Summer 2005.)

(6) ENTRANCE REQUIREMENTS**(6D) PRIORITY ON ENROLLING IN-STATE RESIDENTS****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

Research and Teaching Sectors Only.

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be monitored through a cyclical process using data available to CHE as indicated on pages 107-108. *(Review scheduled on a 3-yr cycle beginning Summer 2005.)*

CRITICAL SUCCESS FACTOR 7

GRADUATES' ACHIEVEMENTS

(7) GRADUATES' ACHIEVEMENTS**(7A) GRADUATION RATES**

7A for Clemson, USC Columbia, and Teaching Sector: First-time, full-time degree-seeking student graduation rate for graduation within 150% of program time.

(See next two sections for comparable measure for MUSC and for the measure as defined for Regional Campuses and Technical Colleges.)

CURRENT STATUS

As of Year 6, 2001-02, scored indicator with revisions to the indicator and applicability from that as defined for the last performance year.

MEASURE

First-time student graduation number and rate defined as the number and rate at which first-time, full-time degree-seeking students graduate. Rates are calculated using 150% of program time.

APPLICABILITY

Clemson, USC Columbia and institutions in the Teaching Sector. For a comparable measure for MUSC, see next section. For the measure as defined for Regional Campuses and Technical Colleges, see section following MUSC 7A.

MEASUREMENT INFORMATION

General Data Source:	Computed from data reported by the institution for the annual IPEDS Graduation Rate Survey (GRS).
Timeframe:	Graduation rates are calculated based on cohorts as defined for IPEDS GRS reporting. Assessment is based on the cohort reported on the most recent survey report, i.e., survey submitted in the spring semester in which the ratings process is conducted. For Year 6, 4-year institutions are assessed based on the 1995 cohort reported on the 2001 GRS Survey.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	>= 3% of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

Graduation rate from 1998 onward is the same rate reported in the Graduate Record Survey (GRS) for the Student Right to Know Legislation. The GRS graduation rate includes full-time, first-time degree/certificate/diploma-seeking students and is calculated based on those completing their program within 150% of normal time. This rate is reported in fulfillment of annual IPEDS requirements.

For measurement details the reader is referred to the IPEDS Graduation Rate Survey for 4-year institutions. The survey and applicable definitions may be accessed through the NCES IPEDS website at: <http://nces.ed.gov/ipeds> and selecting the option for survey forms. (The Graduation Rate calculation is found on page 1 of the Worksheet.)

Normal program time is the time stated in the institution's catalogue to obtain a degree. Generally two years for two-year institution degrees and four years for a baccalaureate degree.

150% of normal program time refers to three years for a two-year degree and six years for an undergraduate degree, for example.

First-time, full-time students includes undergraduate students only for this indicator.

First-time refers to a student's first time at any college.

Full-time refers to at least 12 credit hours enrollment for an undergraduate student.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2000 TO BE IN EFFECT FOR PERFORMANCE YEARS 5 (2000-01), 6 (2001-02) AND 7 (2002-03)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research		
Clemson USC Columbia	64.0% to 67.0% 53.0% to 61.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 98 survey data.
Teaching	36.0% to 49.0%	Standards for a score of 2 presented here are based on the 40 th and 75 th percentile of performance of peer institutions using IPEDS FY 98 survey data.

***If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.**

Improvement Factor: 3%

If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance

being assessed) by 3% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (3% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) Effective with Year 6, 2001-02, the CHE determined that 7A part 1 only would be continued as the scored indicator for four-year institutions. For these institutions, there are no changes from Year 5 to the measure or standards. Also, adopted in Year 5 for implementation in Year 6, CHE approved the development of a comparable measure for MUSC to be implemented as a score indicator and a revised measure for Indicator 7A to be implemented for Regional Campuses and Technical Colleges. Additional details may be found on the following pages outlining 7A for MUSC and two-year institutions.

2) Effective with Year 5, 2000-01, part 7A1a is continued with parts 7A1b and 7A1c deferred. Additionally, part 7A2 that was implemented in year 4 was deferred from measurement in Year 5. The Commission also adopted common standards for institutions within sectors for assessment of performance results. In past years, performance results were assessed relative to individual institutionally defined targets or benchmarks.

3) This indicator was revised effective with Performance Year 4, 1999-2000. Part 2 was added and applies only to the Technical College Sector.

(7) GRADUATES' ACHIEVEMENTS**7A FOR MUSC: COMPARABLE MEASURE TO 7A FOR 4-YEAR INSTITUTIONS****GRADUATION RATES****PROPOSED MEASURE**

First-time, full-time graduate students, except those in PhD programs, and first professional students who complete degree programs within an allowable timeframe.

APPLICABILITY

Applicable to MUSC only

MEASUREMENT INFORMATION

General Data Source:	Data reported by the institution including the resulting percentage and aggregate data making-up that percentage as requested. <i>(Will give consideration of adding this reporting to CHEMIS for years subsequent to PF Year 2001-02, Yr 6, reporting)</i>
Timeframe:	Cohort based. Graduation rates are calculated based on the appropriate entering cohorts which for Year 6 is the 1996 entering cohort minus PharmD students who will be included beginning with the 1997 cohort. (See explanatory notes below for additional information.)
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Assessment based on comparison to a set scale.
Improvement Factor:	$\geq 3\%$ of past 3-year performance average.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

The graduation rate is to be cohort based and will include first-time, full-time degree-seeking students who complete a masters or first professional degree who take no longer than one additional year plus one semester beyond "normal" program time to complete the requirements for their degree. It is to be computed by taking those in the appropriate entering cohort of first-time, full-time degree-seeking students who have completed their programs and graduated within the prescribed timeframe divided by the first-time, full-time degree-seeking students who entered those programs. In computing the cohort for purposes of this measure, the following categories of students are considered the only "allowable exclusions" from the final cohort calculations: 1) Students are deceased or are totally and permanently disabled; 2) Students left school to serve in the armed forces; 3) Students left school to serve with a foreign aid service of the Federal Government, such as the Peace Corps; and 4) Students left school to serve on official church missions.

Timeframe for the initial cohort: Beginning with Performance Year 6 (2001-02), the initial cohort will be those students considered part of the cohort (as indicated above and by the definitions that follow) who enrolled during summer 1996 and fall 1996. Due to unique data circumstances for the PharmD program, PharmD students will not be included in the graduation rate cohort until the following performance year. At that time, only PharmD students who did not enter the program directly through MUSC's BS Pharmacy program will be included. Beginning with the 2001 cohort, all PharmD students will be included.

Normal program time is the time stated in MUSC's catalog to obtain a degree. Generally, the normal time is three years for a master's degree and four years for a first professional degree.

One year plus one semester beyond normal program time refers to the allowable time for completing a degree for purposes of this indicator. Generally, four years plus one additional semester for a masters degree and five years plus one additional semester for a first professional degree.

Student is an individual entering a masters program or first professional program at the Medical University of South Carolina. Students entering PhD programs or joint degree programs that include as one degree the PhD are excluded.

Degree-seeking students are students enrolled in courses for credit who are recognized by the institution as seeking a degree.

Full-time student for graduate students is defined as enrollment in 9 or more semester credits or enrollment considered full-time by the institution for students involved in involved in thesis or dissertation preparation, first professional students, and students enrolled in programs in the summer term. MUSC's academic policies for full-time status as applicable here are those published in the university's bulletin. Allowable exceptions are those consistent with university policy.

First-time student is a person enrolled at the graduate level, except doctoral level, or first professional level at an institution for the first time. Include graduate or first professional students enrolled in the Fall semester who attended graduate or first professional school in the prior summer term. (IPEDS and CHEMIS Technical Documentation, REGIS_STAT, 67.3)

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2001 TO BE IN EFFECT FOR PERFORMANCE YEARS 6 (2001-02), 7 (2002-03) AND 8 (2003-04)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research MUSC	80.0% to 89.9%	<i>Proposed standards based on a review of preliminary data from the institution and in light of the mix of programs, enrollment and degrees awarded.</i>

***If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.**

Improvement Factor:**3%**

If an institution scores a 1 or 2, performance is assessed for improvement to determine whether an additional 0.5 is to be awarded to the score for this indicator. To earn the 0.5:

The performance being assessed must equal or exceed the institution's 3-year average performance (most recent ended three years not including the performance being assessed) by 3% of most recent ended 3 years. (Note: If less than 3 years of data for the most recent ended 3 years, then available data points will be considered for determining the historical average.)

Improvement Factor Calculation Methodology:

IF Indicator (or Indicator Subpart) Score based on Comparison to Standards = 1 or 2
AND Current Performance \geq (Most Recent 3-yr Avg + (3% of Most Recent 3-yr Avg))
THEN Add 0.5 to the score for this indicator or subpart.

NOTES

1) Measure implemented to assess indicator 7A beginning in Performance Year 2001-02 (Year 6) for MUSC. The measure was adopted in February 2001 to provide a parallel measure to that used for indicator 7A for Clemson and University of South Carolina Columbia. The measure is designed for MUSC in order to better assess MUSC's function as a professional/graduate health sciences institution.

(7) GRADUATES' ACHIEVEMENTS**(7A) GRADUATION RATES**

7A for Regional Campuses and Technical Colleges: Success Rate defined using First-time, full-time degree-seeking student graduation rate for graduation within 150% of program time with allowance also for transfers-out and continued enrollment

(See preceding 2 sections for 7A as defined for MUSC and as defined for 4-year institutions.)

CURRENT STATUS

As of Year 6, 2001-02, the CHE approved implementing a revised measure for indicator 7A for regional campuses and technical colleges. The revised measure is listed below. During Year 6 as measurement details are refined and baseline data collected, the Commission approved continuing what was 7A1a in Year 5 as the scored indicator in Year 6 and, beginning in Year 7, scoring the revised indicator.

For the applicable scored measure for Year 6 for regional campuses and technical colleges, see pages 155-160 of the September 2000 Workbook. Part 7A1a will apply as the scored indicator for Year 6. Performance will be assessed based on the standards indicated on page 157.

APPLICABILITY AS OF YEAR 6

Regional Campuses Sector and Technical Colleges Sector.

Please note that the revised measure listed below is being developed for use as a scored indicator beginning in Year 7. Details will be inserted once the measure and standard are finalized.

Revised MEASURE to be implemented as a scored indicator in Year 7:

"Success Rate" defined as the "GRS Rate Plus" which will be the determination for the first-time, full-time degree-seeking student Graduation Rate Survey (GRS) cohort as defined for 2-year institutions, the percentage of those graduating within 150% of normal program time who graduated or those who as of 150% of program time have transferred to another institution or those who as of 150% of program time have continued to be enrolled either full- or part-time.

(7) GRADUATES' ACHIEVEMENTS**(7B) EMPLOYMENT RATE FOR GRADUATES****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator with revisions to the indicator and applicability from that as defined for the last performance year.

The Commission approved a phase-in of the new indicator measure as measurement details are developed and baseline data collected such that the indicator will be treated as a "Compliance" indicator in Year 6 and as a scored indicator beginning in Year 7.

APPLICABILITY AS OF YEAR 6

Technical Colleges Sector.

MEASURE AND MEASUREMENT DETAILS UNDER DEVELOPMENT

At present the measure is under development. CHE staff and technical college sector representatives are working to finalize a measure and measurement details. The expectation is that this measure will be fully defined for implementation as a scored indicator in Year 7, 2002-03.

(7) GRADUATES' ACHIEVEMENTS**(7C) EMPLOYER FEEDBACK ON GRADUATES WHO WERE
EMPLOYED AND NOT EMPLOYED****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator with revisions to the indicator and applicability from that as defined for the last performance year.

The Commission approved a phase-in of the new indicator measure as measurement details are developed and baseline data collected such that the indicator will be treated as a "Compliance" indicator in Year 6 and as a scored indicator beginning in Year 7.

APPLICABILITY AS OF YEAR 6

Technical Colleges Sector.

MEASURE AND MEASUREMENT DETAILS UNDER DEVELOPMENT

At present the measure is under development. CHE staff and technical college sector representatives are working to finalize a measure and measurement details. The expectation is that this measure will be fully defined for implementation as a scored indicator in Year 7, 2002-03.

(7) GRADUATES' ACHIEVEMENTS**(7D) SCORES OF GRADUATES ON POST-UNDERGRADUATE PROFESSIONAL, GRADUATE, OR EMPLOYMENT-RELATED EXAMINATIONS AND CERTIFICATION TESTS****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator.

See September 2000 Workbook pages 163-164 for applicable definitions and standards. Revised standards for Year 6 are presented below.

~~No changes were made to the measure or standards for Year 6.~~

Pending CHE approval on January 3, 2002, of a Committee recommendation approved December 13, 2001, for consideration by the CHE, the following changes are to be effective in Year 6, 2001-02 for Indicator 7D:

1.) Amend standard for 7D from 80%-89% to 75%-89%

2.) Defer from scoring examination data from teacher education professional knowledge examinations (i.e., those assessed as part of 3E2a) and from the National Board for Dental Assisting (DANB). This applies to all institutions with applicable program areas.)

As a reminder, it is noted that for institutions with teacher education programs, scores for the middle school pedagogy examination (PLT 5-9) were excluded in Year 5 and will be excluded again in Year 6. Curricula are being developed/adopted to support this new certification area.

APPLICABILITY AS OF YEAR 6

Applicable to institutions that have programs leading to students taking certification examinations. In Year 5, this indicator was applicable for all research institutions, all teaching colleges, USC-Lancaster and all technical colleges except Williamsburg Technical College.

DATA REPORTING NOTE:

Performance data is calculated by CHE staff from institutional data submitted for purposes of institutional effectiveness (IE) reporting. As has been the case in past years, Year 6 performance results will be posted for institutional review as soon as practical after the data becomes available.

(7) GRADUATES' ACHIEVEMENTS**(7E) NUMBER OF GRADUATES WHO CONTINUED THEIR EDUCATION****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator with revisions to the indicator and applicability from that as defined for the last performance year.

The Commission approved a phase-in of the new indicator measure as measurement details are developed and baseline data collected such that the indicator will be treated as a "Compliance" indicator in Year 6 and as a scored indicator beginning in Year 7.

APPLICABILITY AS OF YEAR 6

All Regional Campuses

MEASURE

Percentage of first-time, full-time degree-seeking students who earn a baccalaureate degree within 150% of normal program time (6 years for a baccalaureate degree) from in-state public institutions or from other institutions provided appropriate documentation can be presented by the reporting regional campus.

MEASUREMENT DETAILS

At present the measure as indicated above is under development. CHE staff and Regional Campus representatives are working to finalize measurement details and collect baseline data. The expectation is that this measure will be fully implemented as a scored indicator in Year 7. In the interim the measure will be a "Compliance" measure.

(7) GRADUATES' ACHIEVEMENTS**(7F) CREDIT HOURS EARNED OF GRADUATES****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

Applicable for all institutions granting bachelor's degrees including Clemson, USC Columbia, and all institutions in the teaching sector. (Not Applicable for MUSC or the Regional or Technical Sectors.)

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be monitored through a cyclical process using data available to CHE as indicated on pages 107 & 109. (Review scheduled on a 3-yr cycle beginning Summer 2006.)

CRITICAL SUCCESS FACTOR 8

USER-FRIENDLINESS OF THE INSTITUTION

(8) USER-FRIENDLINESS OF INSTITUTION**(8A) TRANSFERABILITY OF CREDITS TO AND FROM THE INSTITUTION****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

All Four Sectors, (all institutions).

See Addendum B, pages 103-109 for additional guidance regarding monitoring. Pending CHE approval to be monitored through a cyclical process using data available to CHE as indicated on pages 107-108. *(Review scheduled on a 3-yr cycle beginning Summer 2005.)*

(8) USER-FRIENDLINESS OF INSTITUTION**(8B) CONTINUING EDUCATION PROGRAMS FOR GRADUATES AND OTHERS****CURRENT STATUS**

As of Year 6, 2001-02, this indicator will not be scored.

APPLICABILITY PRIOR TO YEAR 6

Applicable for the Technical College Sector only.

See Addendum B, pages 103-109 for additional guidance regarding monitoring.
Pending CHE approval to be considered monitored through other means as indicated on pages 106-107.

(8) USER-FRIENDLINESS OF INSTITUTION**(8C) ACCESSIBILITY TO THE INSTITUTION OF ALL CITIZENS OF THE STATE**

(8C1) Percent of headcount undergraduate students who are citizens of SC who are minority.

(8C2) Retention of minorities who are SC Citizens and identified as degree-seeking undergraduate students.

(8C3) Percent of headcount graduate students enrolled at the institution who are minority

(8C4) Percent of headcount teaching faculty who are minority.

CURRENT STATUS

As of Year 6, 2001-02, scored indicator.

See September 2000 Workbook pages 175-180 for applicable definitions and standards. No changes were made to the measure or standards for Year 6.

APPLICABILITY AS OF YEAR 6

Parts 1, 2, and 4 are applicable for all four sectors (all institutions). Part 3 is applicable only for the Research and Teaching Sectors.

CRITICAL SUCCESS FACTOR 9

RESEARCH FUNDING

(9) RESEARCH FUNDING**(9A) FINANCIAL SUPPORT FOR REFORM IN TEACHER EDUCATION**

(See next section for a comparable measure for MUSC)

CURRENT STATUS

As of Year 6, 2001-02, scored indicator.

See September 2000 Workbook pages 181-182 for applicable definitions and standards. No changes were made to the measure or standards for Year 6.

The Commission approved the development of a comparable measure for MUSC for Year 6. See following page for additional information.

APPLICABILITY AS OF YEAR 6

Institutions with Teacher Education programs including: Clemson University, University of South Carolina Columbia, and all institutions in the Teaching Sector.

CLARIFICATION TO DEFINITIONS INCLUDED IN SEPT 2000 Workbook, p.181

As a point of clarification, please note the following amended definitions for terms that are part of the defined measure for 9A. For reference, the “measure” for 9A is repeated and followed by definitions. (~~Stricken~~ indicates deleted language. ***Bold italic indicates new language.***)

MEASURE: The amount of grants and awards expended to support teacher preparation or training including applied research, professional development, and training grants, as compared to the average from the prior three years.

Grants and awards: Includes grants, contracts, and cooperative agreements specifically designed ***to support reform in*** teacher ~~research~~ preparation or ~~and~~ training.

Teacher preparation or training: **Includes programs for preK-12 teachers or students enrolled in education programs.**

Expenditures of funds by institutions that act solely as fiscal agents ~~without engaging directly in applied research, professional development, and training grants~~ should not be included. Direct legislative line item appropriations to an institution should also not be counted.

DATA REPORTING NOTE:

Performance data is reported to CHE Division of Planning, Assessment and Performance Funding. The report format is available on-line or may be accessed from the on-line supplement from links provided on page 7. Data for this indicator are to be submitted February 1, 2002 and should be submitted in an electronic format using the spreadsheet provided in addition to any hard copy submitted.

(9) RESEARCH FUNDING**9A FOR MUSC: COMPARABLE MEASURE TO 9A FOR 4-YEAR INSTITUTIONS****FINANCIAL SUPPORT FOR REFORM: IMPROVING CHILD AND ADOLESCENT HEALTH
(Pre-K to Grade 12 Aged Children)**

NOTE: Indicator 9A as defined for MUSC is a compliance indicator for Year 6. CHE is working with MUSC to define the measure, collect data and determine standards for the next performance measurement cycle. The measure being recommended follows. The expectation is that this measure will be scored in Year 7 and thereafter. It is noted that as baseline data is collected and reviewed in determining standards, issues may arise resulting in the need for additional clarification to the measure and definitions as drafted here. Additionally, it may also be necessary to incorporate a phase-in for scoring performance if complete data is not available. Any necessary changes/revisions will be considered prior to the beginning of the next performance cycle as the Committee and Commission review performance measures and standards for the 2002-03 cycle.

PROPOSED MEASURE

The amount of grants and awards expended to support the improvement in child and adolescent (pre-K – Grade 12 aged children) health, including public service grants and contracts with schools or school districts or other such entities, as compared to the average from the prior three years.

APPLICABILITY

Applicable to MUSC only

MEASUREMENT INFORMATION

General Data Source:	Data collected at the institution and reported to CHE as required.
Timeframe:	Specific timeframe to be developed. During Year 6, assessment is based on the gathering of baseline data. These data will be used in determining in Year 7 and subsequent years the data to be scored. It is expected that performance is to be based on the most recent-ended fiscal year as compared to the average of the past three fiscal years.
Cycle:	Rated annually.
Display:	Percentage.
Rounding:	Data rounded to 1 decimal.
Expected Trend:	Upward movement is considered to indicate improvement.
Type Standard:	Compliance during Year 6 as baseline data is collected and standards determined. In Year 7 and subsequent years, the expectation is that assessment is to be based on comparison to a defined scale.
Improvement Factor:	None.

CALCULATIONS, DEFINITIONS and EXPLANATORY NOTES

Staff Explanation, 9A for MUSC: *The Commission approved developing a complementary measure to be applied. Staff has worked with institutional representatives to identify a measure for 9A in the spirit of that applicable to other research institutions and to the teaching universities. To this end and as indicated in these materials, the measure will be an assessment of MUSC's expenditures through public service grants and contracts focusing on child and adolescent health, including programs with schools and school districts. The measure is based on MUSC's improvement in expenditures over time and is similar in nature to the derivation of the measure as applied for the teaching sector and other research institutions. The focus, however, is in keeping with MUSC's mission as well as institutional goals and serves as a nice corollary to 9A as assessed for other institutions. As noted at the outset, additional technical measurement details may be considered from those presented here as data is collected and reviewed in determining standards for use beginning in 2002-03.*

Performance will be calculated as the percent improvement of total expenditures of grants within the most recent-ended fiscal year compared to the average expenditures for the past three years.

Due to a lack of data for fiscal years prior to FY 2000-01, the calculation of the measure will be phased-in as follows.

Year 6 (2001-02): Compliance Measure. Baseline data for FY01 is collected.

Year 7 (2002-03): Scored measure. FY02 compared to FY01.

Year 8 (2003-04): Scored measure. FY03 compared to Average of FY01 and FY02.

Year 9 (2004-05): Scored measure. FY04 compared to Average of FY01, FY02 and FY03.

Grants generally: Grants included for consideration should include an educational component as a focus of the grant. Basic research grants with no educational component should not be counted. Grants included must be extramural grants. The MUSC Hospital Authority would be considered an extramural agent.

"Pre-K to grade 12 aged children" may be considered as the time period from pre-conception to 20 years of age.

Goals, Scope and Process:

The goal of this performance indicator is to evaluate the efforts of the Medical University of South Carolina to facilitate the development of healthy and hence better-educated children in the state through its community outreach programs in education, treatment, and research programs.

The scope of the projects relevant to this performance indicator will be pre-conception to late adolescence [20 years of age]. To optimize the health benefits of pre-K to adolescent children, parents, teachers, health and social service providers, relevant administrators and policy makers, and the general public may be involved.

In measuring this performance indicator, community outreach programs in research, education, and treatment that are funded from extramural sources will be included if they meet the definitions given below:

Research programs whose stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. missed days from school.

Educational programs whose stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. training concerning the effect of prenatal consumption of alcohol.

Treatment programs for which the stated or implied intent is to improve the health and education of South Carolina children and adolescents, e.g. behavior modification intervention in dyslexic children.

Process:

Decisions must be made as to which of the extramurally funded research, education, and treatment programs of the Medical University of South Carolina should be included in Performance Indicator 9A. A process to accomplish this task follows.

- 1.) A listing of grants and contracts administered by the Office of Grants and Contracts or affiliated MUSC organizations will be sent to the Office of Special Initiatives.
- 2.) The Office of Special Initiatives will identify potential research, education, and treatment projects and request from the Office of Grants and Contracts and affiliated MUSC organizations abstracts of those projects.
- 3.) Using these abstracts the Office of Special Initiatives will identify projects as candidates to be included in Performance Indicator 9A.
- 4.) These identified candidate projects will be submitted to a review committee made up a representative involved in outreach to children in each of the colleges as well as ad hoc membership from the Office of Special Initiatives, Office of Grants and Contracts, and Office of Institutional Research and Assessment.
- 5.) The review committee will specify which of the projects meet the criteria to be included as those improving pre-K through grade 12 child and adolescent health.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2001 TO BE IN EFFECT FOR PERFORMANCE YEARS 6 (2001-02), 7 (2002-03) AND 8 (2003-04)		
Sector	Level Required to Achieve a Score of 2 *	Reference Notes
Research MUSC	For Year 6, compliance as the measure is defined, baseline data collected and standards determined. In subsequent years, the expectation is that standards will be identified and used in the scoring process. It is likely that a phase-in schedule would have to be adopted until enough data (at least 3 years) are available to fully implement the indicator. (The fully implemented measure is to be calculated based on the current FY divided by the average of the past 3 FYs)	

***If an institution scores above the higher number, a 3 is awarded. If an institution scores below the lower number, a 1 is awarded.**

Improvement Factor: N/A

NOTES

1) Measure to be implemented to assess indicator 9A beginning in Performance Year 2001-02 (Year 6) for MUSC. During Year 6, the measure will remain a compliance year as baseline data are collected and standards determined. Including a measure here for MUSC was adopted in February 2001 to provide a parallel measure to that used for Indicator 9A for Clemson and University of South Carolina-Columbia, and colleges in the Teaching Sector. The measure is designed for MUSC to better assess MUSC's function as a professional/graduate health sciences institution.

(9) RESEARCH FUNDING**(9B) AMOUNT OF PUBLIC AND PRIVATE SECTOR GRANTS****CURRENT STATUS**

As of Year 6, 2001-02, scored indicator.

See September 2000 Workbook pages 183-184 for applicable definitions and standards.
No changes were made to the measure or standards for Year 6.

APPLICABILITY

Applicable for the Research Sector Only.

DATA REPORTING NOTE:

Performance data is calculated by CHE Division of Planning, Assessment and Performance Funding from institutional data submitted for purposes of completing the IPEDS Finance Survey. As has been the case in past years, Year 6 performance results will be posted for institutional review as soon as practical after the data becomes available.

UPDATED INFORMATION OF NOTE FOR THE SEPTEMBER 2000 WORKBOOK:

The information on this and the following pages serves to replace pages 3-7 of the September 2000 Workbook which include Section I, Performance Funding Process, Section A, Brief History and Background and Section B, Current System for Assessing Performance: "Determining Institutional Performance - Indicator and Overall Scores" and "Determining Allocation of Funds Based on Performance."

**PERFORMANCE FUNDING PROCESS, A BRIEF HISTORY AND BACKGROUND
(REVISES SEPTEMBER 2000 WORKBOOK, PP 1-2)****Background**

Act 359 (1996) dramatically changed how funding for public higher education would be determined. It was mandated that the Commission in consultation with institutions and other key stakeholders develop and use a performance system for determining institutional funding. Specified in the legislation was the condition that performance be determined by considering 9 areas or factors of critical success identified for quality higher education and 37 quality indicators spread among the 9 critical success factors. In order to accomplish this task a three-year phase-in period was provided such that beginning in 1999-2000 all of the funding for the institutions would be based on this performance evaluation system. Pursuant to Act 359, the Commission on Higher Education developed a plan of implementation for performance funding that is outlined below:

A two-part plan was identified for basing funding on institutional performance:

- (1) A determination of financial need for the institutions: The determination of need identifies the total amount of money the institution should receive based on nationally comparable costs for institutions of similar mission, size and complexity of programs. The result is the Mission Resource Requirement for the institution.
- (2) A process for rating each institution's performance on each indicator The performance rating is determined based on performance on measures and standards approved by the Commission. The institution with the higher overall score receives a proportionally greater share of its Mission Resource Requirement.

Implementation. The plan, as outlined above, was developed in 1996-97 and was substantially revised in 1999. The original plan was used to distribute \$4.5 million for FY 1997-98, \$270 million in FY 1998-99, and all appropriated general operating funding in years thereafter. During the first year, performance on 14 indicators as applicable to institutions was assessed. The scoring system rated each indicator on a scale from 0 to 6-points with funds allocated on the basis of the average score received on assessed indicators. During the second year, 22 of the 37 indicators were used to produce the ratings using a scoring system equivalent to that used during the first year. For the third year, performance on all indicators determined all general operating funding for FY 1999-2000, and a revised scoring and allocation methodology adopted by the CHE to do so.

Under the revised system developed and implemented during Year 3, institutions are rated on each applicable indicator based on a 3-point scoring system. The ratings are then averaged and the average score results in placing the institution in one of five overall performance categories: substantially exceeds, exceeds, achieves, does not achieve, or substantially does not achieve. The performance category is then used to determine the funding for the institution. The 3-point system and performance categories remain in effect as of the current performance year (i.e., Year 6, 2001-02). Additionally, a provision adopted and effective with the most recent-ended performance year providing the award of an additional 0.5 points on select indicators dependent on meeting required improvement

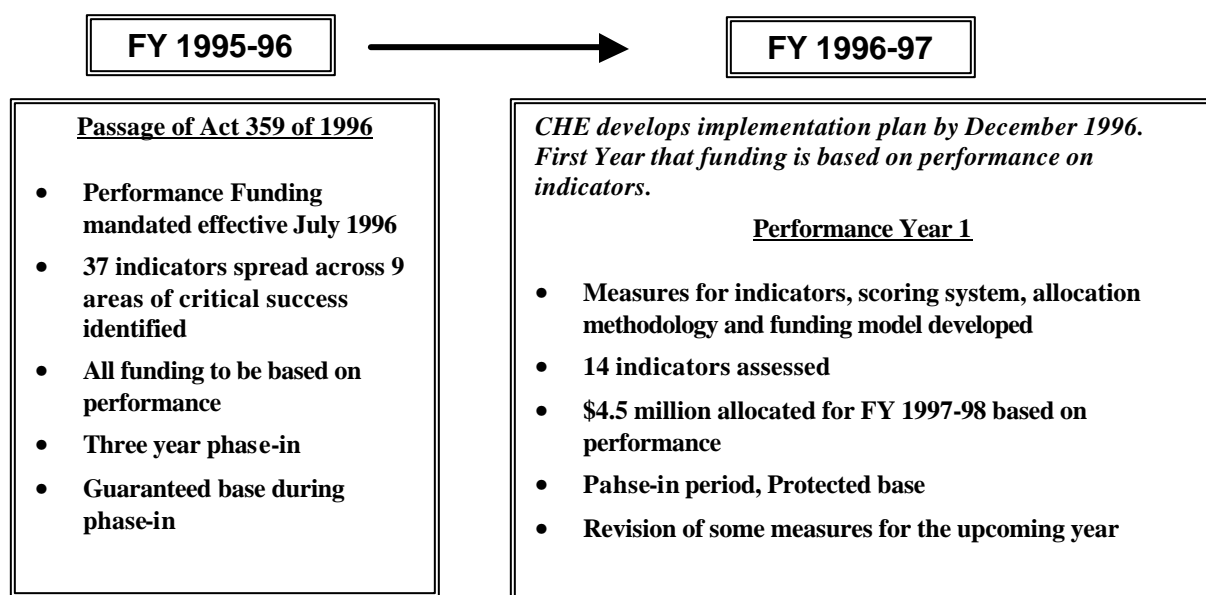
OTHER UPDATES TO SEPTEMBER 2000 WORKBOOK

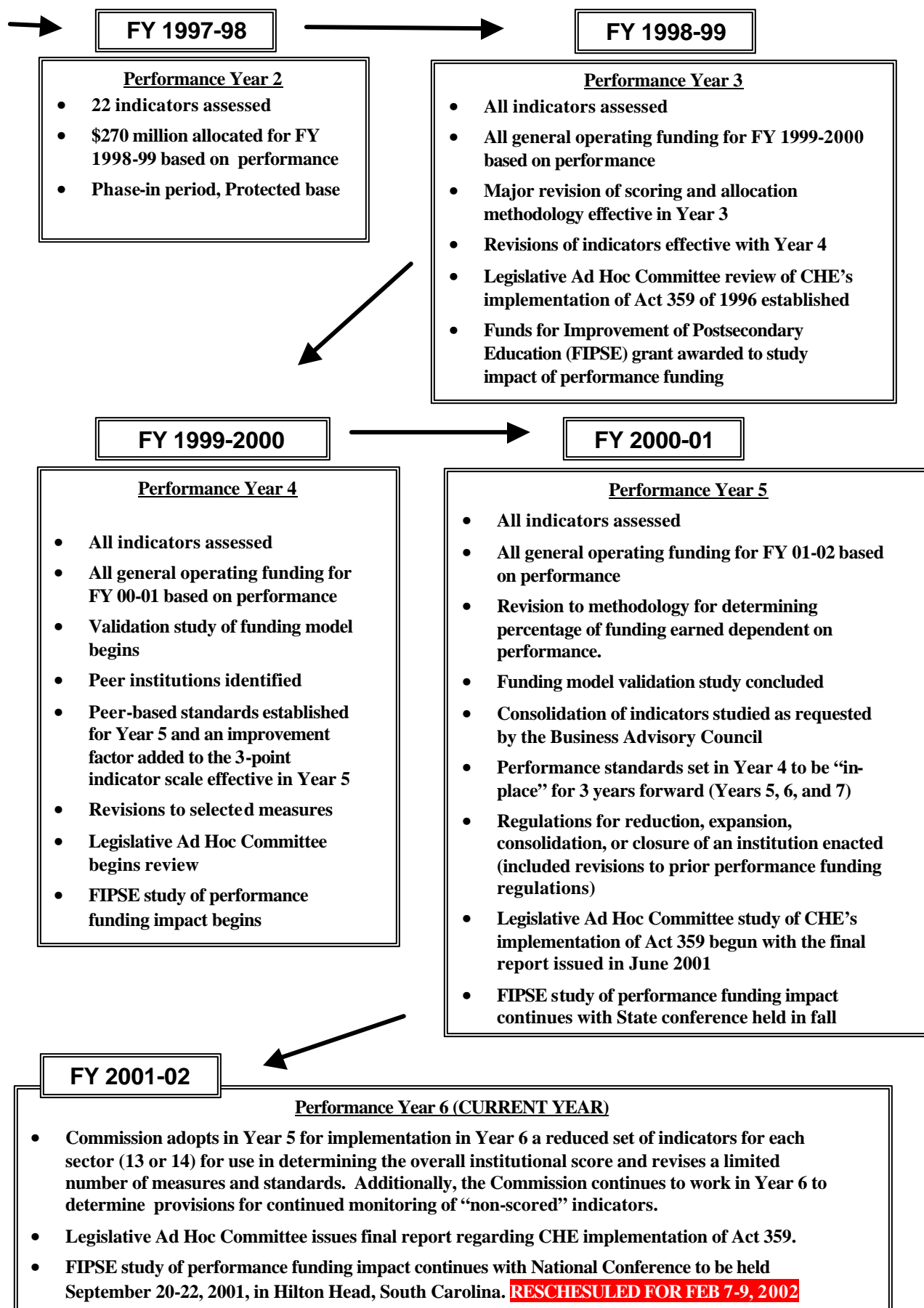
expectations remains effective as of the current year.

Since the implementation of Act 359 of 1996, the CHE has reviewed, annually, the measures defined for indicators and has made revisions to improve the measures as the CHE and institutions gain more experience in assessing the areas measured. The majority of revisions occurred in Year 3, effective for Year 4. Effective with Year 5, the Commission revised a few of the measures, but more significantly adopted common standards for assessing performance of institutions within a sector. The standards adopted were based on the best available data at the time of review and on select peer institutions for each sector or, in the case of the research sector, for each institution. As has been the case each year since the implementation of Act 359 of 1996, the Commission again reviewed the measures this past year with an aim to improve the measurement system by strengthening the focus on indicators best reflective of each sector's mission. The Commission worked with institutional representatives and other key stakeholders to identify those measures that have proven to be the most informative and useful in assessing performance. Based on experience with the various indicators and on the data collected to date, the Commission determined 13 or 14 indicators, dependent on sector, to be used in deriving the annual overall performance score beginning with the current performance year. Although the Commission has determined that a limited set of indicators will be scored for each institution, the Commission will continue to monitor performance on areas as measured in the past. During this year, the Commission will develop guidelines governing the monitoring of non-scored indicators in order to ensure continued good performance in these areas. ***For additional information on the changes effective for the current year, see pages 2-5 of this document.***

Beginning on this page and continued on the next, a flow chart outlining the implementation of performance funding and major activities each year is provided.

PERFORMANCE FUNDING IMPLEMENTATION, TIMELINE AND SUMMARY





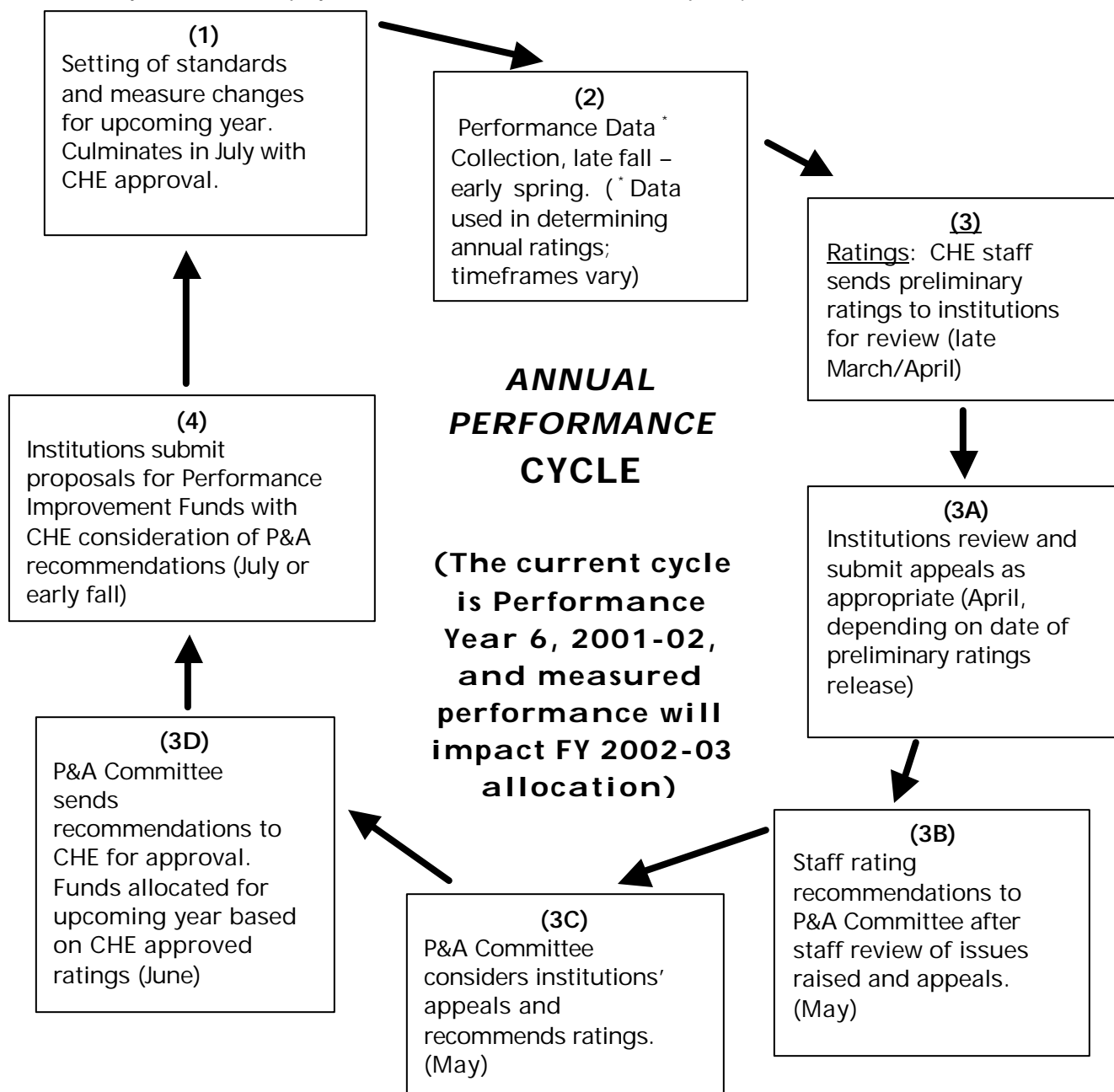
OTHER UPDATES TO SEPTEMBER 2000 WORKBOOK

PERFORMANCE FUNDING PROCESS, CURRENT SYSTEM FOR ASSESSING PERFORMANCE (REVISES SEPTEMBER 2000 WORKBOOK, PP 3-7)

This section provides a description of the system the CHE has developed for assessing and scoring performance of each of South Carolina's public institutions of higher education for purposes of determining the allocation of state appropriated dollars. The Performance Year cycle is summarized and is followed by a description of the scoring system and allocation methodology. For detailed reports or other historical information, please access the CHE website (www.che400.state.sc.us) and select Planning, Assessment and Performance Funding Division and then Performance Funding. (See also page 6 for additional calendar information for the current performance year.)

Performance Assessment Cycle

(Note: Revisions to the chart as shown on p.3 of the September 2000 Workbook include an updated "current cycle date" as displayed in the center and correction to step 3D.)



OTHER UPDATES TO SEPTEMBER 2000 WORKBOOK

Determining Institutional Performance - Indicator and Overall Scores

(Note: No revisions to the indicator scoring of overall score categories as presented here from that presented on pp.4-5 of the September 2000 Workbook.)

Annually, institutions are scored on their performance on each applicable performance measure. Measures are the operational definitions for the 37 indicators specified in Act 359 of 1996. The Commission has the responsibility for determining the methodology of the performance funding system and for defining how the indicators are assessed.

Currently, scoring is based on a system adopted by the CHE in March of 1999. Under that system, standards are approved for each measure and institutional performance is assessed to determine the level of achievement. Once performance data is known, a score is assigned to each measure. Scores for multiple measures for an indicator are averaged to determine a single score for the indicator. The single indicator scores as applicable to the institution are averaged to produce the final overall performance score for the institution. Based on the overall score, the institution is assigned to a "performance category." The Commission allocates the appropriated state funds for the public institutions of higher education based on the assigned category of performance.

The scoring system, adopted by the CHE on March 4, 1999, and amended July 6, 2000, provides for a 3-point rating scale for assessing performance on measures. This scale replaced a 0 to 6-point rating scale used in the first two years of performance funding. The scale is as follows:

Score of 3, "Exceeds": Performance significantly above the average range or at a level defined as "exceeds standards."

Score of 2, "Achieves": Performance within the average range or level defined as "achieves standards." *(Performance standards as of Year 5 for most indicators have been set by the Commission and are based on the best available national or regional data at the time standards were considered. Standards have been set for institutions within sectors. In past years, institutions proposed institutionally specific performance standards subject to Commission approval.)*

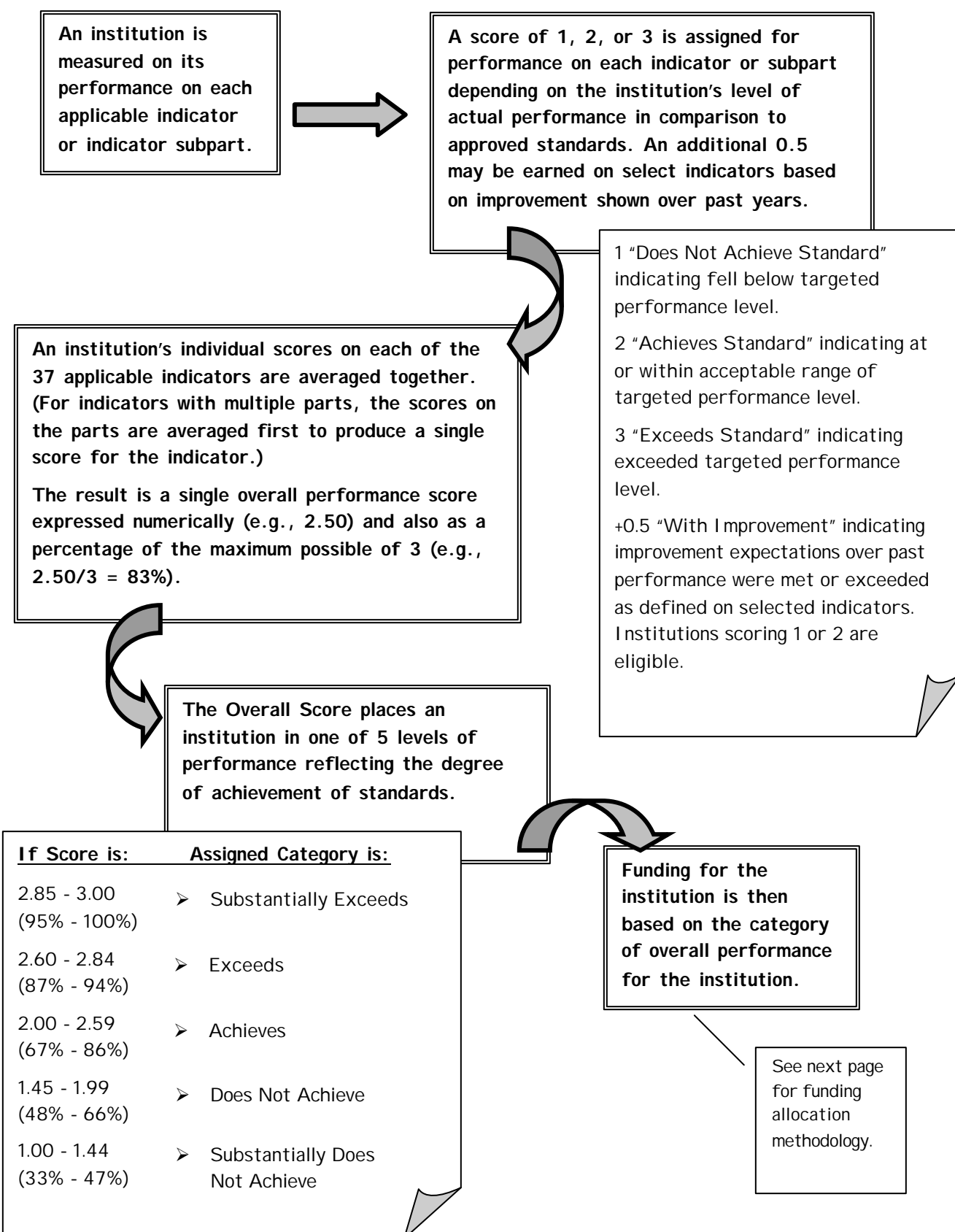
Score of 1, "Does Not Achieve": Performance significantly below the average range or at a level defined as "does not achieve" or the institution is found to be out-of-compliance with indicators where compliance is required. (Indicators for which performance is rated in terms of compliance are scored such that "Compliance" is a check-off indicating fulfillment of requirements and will not factor into the overall score, whereas, failure to comply with requirements is scored as "Does Not Achieve.")

"With Improvement": For institutions scoring a 1 and 2 and demonstrating improvement in comparison to the prior three year average or as designated at a rate determined by indicator, 0.5 is added to the score earned for the indicator or subpart. (For example, an institution scoring 1 on indicator 1A and meeting the conditions for demonstrating improvement will earn a score of 1.5 on indicator 1A.)

Based on averaging scores for each indicator, an overall numerical performance score is produced for each institution. This overall score is the basis for classifying an institution's performance in one of five categories. The categories and applicable score ranges are:

<u>PERFORMANCE CATEGORY</u>	<u>OVERALL SCORE RANGE</u>
Substantially Exceeds Standards	2.85 – 3.00
Exceeds Standards	2.60 – 2.84
Achieves Standards	2.00 – 2.59
Does Not Achieve Standards	1.45 – 1.99
Substantially Does Not Achieve Standards	1.00 – 1.44

PERFORMANCE FUNDING SCORING SYSTEM



Determining the Allocation of Funds Based on Performance

(Revises September 2000 Workbook, pp 6-7)

The Commission adopted on March 4, 1999, a revised system for allocating funds based on performance that was used during the Years 3 and 4 (1998-99 impacting FY 1999-00 allocation and 1999-00 impacting FY 2000-01 allocation). The reader is referred to pages 6 and 7 of the September 2000 Workbook for detailed information regarding the methodology used in allocation funds for these years.

During Year 5 (2000-01 impacting FY 2001-02 allocation), the Commission adopted recommendations of its Finance Committee to amend the methodology for allocating funds based on performance. The change in methodology was effective with the funds allocated for FY 2001-02. Described below is the plan adopted and utilized in determining FY 2001-02 based on performance results from the 2000-01 performance year. During Year 6, the Commission's Finance Committee will again make its recommendations to the Commission regarding the allocation plan such that the plan may be adopted by March 1 as required.

Details of the plan adopted to allocate funds for FY 2001-2002, with funds remaining within sectors include the following:

- All funds subject to the performance indicators.
- The scores and rating system for the indicators will be determined by the Planning and Assessment Committee and approved by the Commission. The scores will be applied to both current and previous year's appropriation. The Committee recommended and the Commission adopted using the following percentages to represent scoring in each possible category of overall performance: 100% for "Substantially Exceeds," 94% for "Exceeds," 86% for "Achieves," minus 3% prior year adjusted* for "Does Not Achieve," and minus 5% prior year adjusted* for "Substantially Does Not Achieve." (* The prior year adjusted as directed by action of the General Assembly.) Additionally, institutions performing in the "Does Not Achieve" and "Substantially Does Not Achieve" categories are eligible to apply for reimbursement of up to two-thirds of the disincentive amount to address performance weakness.
- In the event of a reduction in current year's appropriations, each institution will receive its pro rata share of the reduction, unless the General Assembly dictates exemptions or exceptions.
- Under the approved recommendations as detailed above, the appropriations are allocated as follows:

Previous year's Appropriation: In order to receive the previous year's appropriation, institutions must score an "achieves" or higher on their overall performance rating. An institution scoring less than "achieves" will be subject to the disincentives included in the current allocation plan minus 3% of its appropriation will be deducted for a "does not achieve" overall score and minus 5% for "substantially does not achieve." The disincentive funds will be added to the current year's appropriation for distribution to the institutions.

Current Year's Appropriation: Current year's appropriation is defined as the "new dollars" appropriated by the legislature; plus the disincentives from institutions that scored less than "achieves."

REVISED INSTITUTIONAL CONTACT LISTING FOR PERFORMANCE FUNDING

A current listing of performance funding contacts by sector and institution is available on-line at CHE's website or may be accessed from the on-line supplement by activating the link below.

[LINK TO LISTING OF
PF INSTITUTIONAL CONTACTS](#)

On December 13, 2001, the Planning and Assessment Committee approved measures for the Teaching Sector Institutions, Regional Campuses of USC and Technical Colleges for Indicator 4A/B. (See P&A meeting, December 13, 2001, Agenda Item 2.) Presented on this page is the summary explanation and recommendation as considered by the Committee. On the following pages, the measures as reviewed by the Committee for each of the three sectors are presented.

Explanation *(as excerpted from P&A Meeting, 12/13/01, Agenda Item 2):* In reducing the number of scored indicators in February 2001 for the 2001-02 Performance Year (Year 6) and forward, the Commission approved a recommendation to combine Indicators 4A (Sharing and use of technology, programs, equipment, and source matter experts within the institution, with other institutions, and with the business community) and 4B (Cooperation and collaboration with private industry) and develop a measure for the combined indicator tailored to each sector. Staff has been working with each sector to develop a measure to meet the needs of the sector. For each sector, the measure is to be defined with a limited focus and timeframe. Once a defined measure runs its course of three to five years, depending on the measure and sector, another focus area for assessment will be defined.

By April 2001, the research sector had selected a measure aimed at enhancing collaborative research among the three institutions including the development and use of an integrated faculty and grants database system. Because the research sector had determined its measure and goals early in the process, the measure is to be assessed as a scored indicator in 2001-02, Year 6. It is noted here that information reviewed by the Committee this past April had mistakenly excluded a notation that 4A/B would be scored numerically for research institutions. While the research sector and staff had agreed on a measure and standards, the remaining sectors had only tentatively identified a focus area and continued to work to develop a measure with the understanding it would be a compliance measure these sectors in 2001-02, Year 6.

Attached are the measures that have since been identified for the teaching institutions, regional campuses and technical colleges. The measures are presented here for Committee consideration so that these institutions may begin collecting baseline data as indicated for the measures. For this year, the indicator is a compliance indicator for these sectors with compliance contingent upon developing the measure, collecting baseline data, and developing standards for use beginning in 2002-03, Year 7. Once baseline data are collected, staff will recommend the measure including, if necessary, any measurement refinements needed in light of baseline data collected and the standards for scoring in 2002-03, Year 7 and subsequent years to the Committee and Commission prior to the beginning of Year 7. Staff anticipates collecting the baseline data from institutions by the end of January and making recommendations to the Committee for Year 7 at the Committee's meeting on March 7, 2002.

Staff appreciates the work of institutions to date in developing the measures and will continue to work with the institutions as baseline data are collected and to refine the measures, if needed, and to develop the standards.

Recommendation *(as excerpted from P&A Meeting, 12/13/01, Agenda Item 2):* **Staff recommends that the Committee approve for Commission consideration the measures as drafted and presented on the following pages so that institutions may begin collection of baseline data and so that staff may, if necessary work with institutions to further refine the measure and to develop standards for use in assessing performance prior to the beginning of the next performance year (i.e., 2002-03, Year 7). (Considered and approved December 13, 2001)**

See Performance Funding, 2001-02, Year 6 Workbook, Supplement to the September 2000 (Year 5) Workbook for general measurement information pertaining to all sectors, pages 41 & 42. Sector measures for teaching, regional and technical colleges sectors follows:

INDICATOR 4A/B FOR TEACHING SECTOR INSTITUTIONS, as of 12/13/01, To be formally approved with technical adjustments, if needed, upon collection and review of baseline data in 2002.

Staff Explanation: The teaching sector proposes a measure focusing on its program advisory boards to assess and improve the cooperation and collaboration between the teaching institutions and the profit and non-profit sectors. The measure is structured as a four-part assessment. For each part, a level for required compliance will be determined. Institution's performance will be scored relative to the number of parts for which the institution is in compliance. Recommended compliance levels will be proposed following the collection of baseline data.

TEACHING SECTOR INSTITUTIONS

(4A/B) Sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution, with other institutions, and with the business community; Cooperation and Collaboration with Private Industry.

Measure

Cooperation and Collaboration with Business and Industry and PreK-12 Education, Health and Welfare as assessed by using a four-part measure in which compliance on each part will be determined and institutions scored relative to the number of the parts for which they are in compliance.

Measurement Assumptions

- 1.) Cooperation and collaboration between the public and the private sector can bring about better understanding of the needs of South Carolina and the needs of its public institutions of higher education.
- 2) Institutional advisory boards with membership from non-education sectors can assist institutions in meeting the needs of current workplace environments as well as understanding emerging issues of global competition for South Carolina.
- 3) It is critical to have sufficient representation from the for-profit business and industry sector to understand the economics of many of these issues.
- 4) The not-for-profit sector must also be included as full and appropriate partners in the preparation of college students capable of meeting the social, moral and political needs of a global society.
- 5) The indicator must differentiate between and among institutions within the teaching sector yet allow institutions to meet internal mission and goals, particularly as they relate to academic degree programs.

To meet the above assumptions, the following four-part measure is proposed:

- 1) The institution's reporting of a list of advisory boards appropriate to the structure, history, strategic vision, and programs of the institution, as justified by the institution and the Commission's endorsement of that list. (see Note 1 below);
- 2) The adherence to the following best practices elements, with adherence for each element defined as at least 90% or, for institutions with fewer than 10 boards, all but one of the boards:

- Designated committee chair;
 - Regular meetings (at least annually);
 - Minutes maintained of each meeting;
 - Evidence of consideration of issues that would relate to program quality such as, but not limited to: a) external reviews, b) self studies, c) proposals for curriculum change, d) performance of students/graduates, e) employer or prospective employer comments on programs or program graduates, and f) external funding or in-kind support; and
 - Record of results, recommendations, or other impact of the work of the board, as applicable.
- 3) Institutional performance (Note: Required level for compliance to be determined):
- a) Percent of advisory **boards** that include representation from business or industry (**profit only**)
 - b) Percent of **members** from campus advisory boards who are from business and industry (**non-profit AND profit**) from PreK-12 education, or from public health and/or social services entities.
- 4) Percent of graduate and undergraduate programs that have active, external student internships and coops related to the discipline (including but not limited to internships in business, PreK-12 education, and public health and social services). "Active" will be defined as having at least 1 student enrolled per academic year.

To assess performance, compliance on each of the four parts would be determined. Institutional performance would be scored relative to the percentage of "Yes" responses to the four parts.

NOTE 1: The measure necessitates a process whereby institutions develop a written description of their current or proposed board configuration, with supporting rationale. One university might describe advisory boards for each of its colleges or schools, for example, while another might describe a mix of advisory boards for each major academic unit with some program-specific boards. The Commission staff would evaluate the board descriptions and listings on the basis of the reasonableness as justified by the institution, and the Commission would endorse them for the purposes of this measure, thereby establishing the boards considered or "denominator" for the measure.

Applicability

Teaching Sector Institutions

Measurement Information

General Data

Source: Institutions will submit to the CHE's Division of Planning and Assessment an annual report as the compliance level and supporting data for each of the four measurement parts.

Timeframe: During the 2001-02, Year 6, implementation, each institution will be required to gather baseline data for each of the 4 parts for AY 2000-01. It is expected that for Performance Funding, 2002-03, Year 7, the data will

be reported relative to the AY 2002-03 period.

For Performance Year 6, the indicator will be a compliance indicator while definitions are developed and trend data are collected with the expectation that the indicator be scored beginning Performance Year 7.

Cycle: Assessed on an annual cycle. During Year 6 (2001-2002), the indicator will be assessed as compliance with reported baseline data due upon request. After Year 6, the indicator will be scored with a performance report due each spring.

The indicator as presented here is expected to be maintained over a three-year period.

Display: Percent based on number of 4 parts for which compliance is demonstrated

Rounding: Whole percent

Expected Trend: Upward movement is considered to indicate improvement.

Type Standard: Annual performance compared to a defined scale.

CALCULATION, DEFINITIONS AND EXPLANATORY NOTES

{insert any additional guidance here}

Staff Note: This section should be used to address terminology or expectations regarding the criteria of the best practices to ensure comparability across reporting institutions. For example, insert here any additional guidance that may be needed to ensure understanding of requirements related to each stated criteria, if needed.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2002 TO BE IN EFFECT FOR PERFORMANCE YEARS 7 (2002-03), 8 (2003-04), AND 9 (2004-05)		
Sector	Level Required to Achieve a Score of 2	Reference Notes
Teaching Sector	<p>Compliance Indicator in Year 6 as measure is defined and baseline data collected.</p> <p>During Year 6, the standard for achieving a '2' in subsequent years will be determined after baseline data are collected.</p>	<p>Compliance in Year 6</p> <p>To be scored beginning in Year 7</p>

IMPROVEMENT FACTOR: None, as this indicator is designed to encourage within a limited timeframe increased performance of the each sector's cooperative and collaborative efforts as desired by the sector

INDICATOR 4A/B FOR REGIONAL CAMPUSES

For its measure, the regional campuses propose a measure to strengthen the community outreach efforts of the institutions in the sector. The measure proposed uses a best practice vehicle to guide colleges in their efforts concerning organized campus outreach activities. Staff will continue to work with the sector in collecting baseline data to ensure comparability across the sector as it defines and identifies activities for purposes here. Based on the data collected, standards will be considered this spring.

REGIONAL CAMPUSES OF USC SECTOR

(4A/B) Sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution, with other institutions, and with the business community; Cooperation and Collaboration with Private Industry.

Measure

Staff Explanation: Strengthening the USC Regional Campuses through development and/or enhancement/maintenance/repositioning of organized community outreach efforts with private and public organizations. The efforts include collaborations, cooperative efforts, affiliations and partnerships. This indicator will assess the strength of the community outreach efforts of the USC Regional Campuses by determining the percentage of best practice criteria that are utilized. (See description of measurement and best practice guidelines below.)

Applicability

Regional Campuses Sector

Measurement Information**General Data**

Source: The USC Regional Campuses will submit to the CHE's Division of Planning and Assessment an annual report on the number of community outreach efforts developed and the number of community outreach efforts enhanced based on the best practices.

Timeframe: Each USC Regional Campus will report on the activities in the previous year, FY 2000-2001 in March 2002. During the 2001-02, Year 6, implementation, each USC Regional Campus will be required to gather baseline data about the status of existing efforts for the period of Fall 2000, Spring 2001 and Summer 2001. It is expected that for Performance Funding Year 7, 2002-03, the data will be reported from the Fall 2001, Spring 2002, and Summer 2002 development of new community outreach efforts and the enhancement/maintenance/repositioning of existing community outreach efforts.

For Performance Year 6, the indicator will be a compliance indicator while definitions are developed and trend data are collected with the expectation that the indicator be scored beginning Performance Year 7.

Cycle: Assessed on an annual cycle. During Year 6 (2001-2002), the indicator will be assessed as compliance with reported baseline data due upon

request. After Year 6, the indicator will be scored with a performance report due each spring.

The indicator as presented here is expected to be maintained over a four-year period.

Display: Percentage.

Rounding: To nearest tenth percent.

Expected Trend: Upward movement is considered to indicate improvement.

Type Standard: Annual performance compared to a defined scale.

METHODOLOGY FOR DETERMINING PERFORMANCE & BEST PRACTICES GUIDANCE

1. Calculation will be based on a set of 10 “best practices” addressing community outreach efforts.
2. A campus will engage in a campus-wide evaluation to determine the number of efforts upon which it plans to subject to evaluation per the criteria of this indicator.
3. Items considered in a set of criteria for evaluation will consist of two categories: Documentation and Assessment.

TOTAL NUMBER OF COMMUNITY OUTREACH EFFORTS TO BE EVALUATED

For each of the community outreach efforts, the “best practices” are to be exemplified. Performance is determined by the percentage of best practices being utilized by the community outreach efforts of the campus. This percentage is calculated by using as the numerator the sum of the number of community outreach efforts meeting each criterion and using as the denominator the total number of new or existing community outreach efforts times the number of criteria. For example: if a Regional Campus has developed one (1) new community outreach effort and enhanced three (3) existing community outreach efforts (total 4) and records a performance score as 4, 4, 3, 3, 4, 2, 2, 2, 3, 2 on the following “best practices,” the overall score would be computed as $((4+4+3+3+4+2+2+2+3+2)/(4*10)) = 72.5\%$.

BEST PRACTICES:

Documentation (web presence recommended)

- _____ 1.) Institution has established community need for effort.
- _____ 2.) Institution has established justification for institutional involvement in effort.
- _____ 3.) Institution has established coordinating entity (board, committee, individual, task force, etc).
- _____ 4.) Institution has established written guidelines for effort.
- _____ 5.) Institution has established goals for effort.

Assessment (web presence recommended)

- _____ 6.) Institution evaluates efforts annually.

- _____ 7.) Institution establishes, and uses assessment methodology.
- _____ 8.) Institution assesses efficiency of effort.
- _____ 9.) Institution assesses effectiveness of effort.
- _____ 10.) Institution uses results of assessment to determine future direction of effort.

Performance Example:

- | | |
|---|-------|
| (a) Sum of scores reported on Best Practices 1-10 | 29 |
| (b) Number of new and/or existing Community Partnerships equals | 4 |
| (c) Number of new and/or existing Community Partnerships (4) multiplied by the number of Best Practices (10) equals | 40 |
| (d) Result of (a) divided by (c) multiplied by 100 equals | 72.5% |

A standard for achieves will be recommended at a later date for determining performance for scoring purposes. The campuses initially suggested 50%-69% for the achieves range. This will be reviewed in light of baseline data and a recommendation will be made to the Committee prior to the beginning of the next performance cycle.

CALCULATION, DEFINITIONS AND EXPLANATORY NOTES

{insert any additional guidance here}

Staff Note: *This section should be used to address terminology or expectations regarding the criteria of the best practices to ensure comparability across reporting institutions. For example, insert here any additional guidance that may be needed to ensure understanding of requirements related to each stated criteria, if needed.*

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2002 TO BE IN EFFECT FOR PERFORMANCE YEARS 7 (2002-03), 8 (2003-04), AND 9 (2004-05)		
Sector	Level Required to Achieve a Score of 2	Reference Notes
Regional Campuses Sector	Compliance Indicator in Year 6 as measure is defined and baseline data collected.	Compliance in Year 6
	During Year 6, the standard for achieving a '2' in subsequent years will be determined after baseline data are collected.	To be scored beginning in Year 7

IMPROVEMENT FACTOR: None, as this indicator is designed to encourage within a limited timeframe increased performance of the each sector's cooperative and collaborative efforts as desired by the sector

INDICATOR 4A/B FOR TECHNICAL COLLEGES

Staff Explanation: The technical college sector has developed a best practices document as a vehicle to improve the strength of technical college program advisory committees for consideration for the measure for Indicator 4A/B. The proposed measure is to be in effect for the next three-year period for the 4A/B indicator for technical colleges follows. Staff notes here that, in meetings with representatives of the system as the measure was developed, CHE staff had discussed a general overall concern that the measure as drafted includes what might be considered as minimum/baseline requirements to ensure initially the strength and operation of the technical college advisory committees. In light of this concern, staff suggested that institutions may be able to succeed in reaching these points possibly within a year depending on what is revealed as the starting point from baseline data collected during this cycle. Staff has suggested in that event as a possible consideration that, effective in the second year of the measure or other appropriate timeframe, additional best practices could be phased in that would address quality issues and ensure continued good work of the advisory committees. For example, a mechanism could be implemented to ensure that committees consider feedback from students, employers and alumni as well as information from accrediting bodies or other external data as part of their review of programs. Technical college representatives expressed similar concerns as staff and supported the concept of phasing-in additional points aimed at addressing quality issues related to advisory committee activities if found necessary. Any related recommendation as to that effect would be made at a later date providing sufficient advance time for implementation.

TECHNICAL COLLEGE SECTOR

(4A/B) Sharing and use of technology, programs, equipment, supplies, and source matter experts within the institution, with other institutions, and with the business community; Cooperation and Collaboration with Private Industry.

Measure

Strengthening technical college program advisory committees through enhanced involvement of business, industrial, and community representatives. Each Technical College will be assessed as to the strength of their advisory committees by determining the percentage of best practices criteria that are met by an institution's advisory committees. (See best practices guidance and description of measurement details presented below for details.)

Applicability

Technical College Sector

Measurement Information**General Data**

Source: Technical Colleges will submit to the CHE's Division of Planning and Assessment a report on the total number of Committees and the number meeting each of the criteria. See explanatory notes below for additional description of acceptable data for determining institutional compliance.

Timeframe: Institutions will report in early spring term (Jan/Feb as determined to be received in time to determine the annual rating) on activities in the

previous academic year as of the report. During 2001-02, Year 6, implementation, institutions will be required to gather baseline data for Advisory Committee meetings/activities occurring during the period of Fall 2000, Spring 2001, and Summer 2001. It is expected that for Year 7, fall 2001, spring 2002, and summer 2002 meetings/activities would be reported for assessment purposes.

For Year 6, the indicator will be a compliance indicator while definitions are developed and trend data are collected with the expectation that the indicator be scored beginning in Year 7.

Cycle: Assessed on an annual cycle. During Year 6 (2001-2002), the indicator will be assessed as compliance, with reported baseline data due upon request. After Year 6, the indicator will be scored with a performance report due each spring.

The indicator as presented here is expected to be maintained over a three-year period.

Display: Percentage.

Rounding: To nearest tenth.

Expected Trend: Upward movement is considered to indicate improvement.

Type Standard: Annual performance compared to a defined scale.

METHODOLOGY FOR DETERMINING PERFORMANCE & BEST PRACTICES GUIDANCE

1. Calculation will be based on a set of 'best practices' or improvement standards for strengthening advisory committees.
2. Items considered in a set of criteria for strengthening advisory committees will include demonstration that the first two conditions are met, and a numerical summary score determined as a percentage of all committees meeting the requirements to the total number of committees (see below). The resulting percentage will be used in determining the performance score of '1', '2' or '3.' However, not meeting the first two "must" conditions with a 'Yes' response will result in a score '1' for the indicator regardless of the calculated percentage.

"Must" conditions:

Do all credit degree programs/clusters designed for immediate employment of graduates have advisory committees? ☐ Yes ☐ No

Does the college have an Advisory Council Manual that includes purpose and procedures for operation of advisory committees and the duties and responsibilities of its members?
☐ Yes ☐ No

(Institutions not meeting both of these conditions will receive a score of 1. Institutions meeting these will be scored (possible scores of 1,2, or 3) on the basis of performance reported for the listed 'best practices' guidance below)

Total number of Advisory Committees is _____

For each of these Committees the number of Committees meeting the best practices or improvement standard is to be provided. Performance is to be determined as a percentage calculated using as the numerator the sum of the number meeting each criteria and using as the denominator the total number of committees times the number of criteria. For example, if an institution reports that it has 15 committees and records performance as 14, 15, 15, 15, 12 and 10 on the following 6 items, the score would be computed as $((14+15+15+15+12+10)/(15*6))*100 = 90\%$.

1. _____ Number of advisory committees that meet at least once a year.
2. _____ Number of advisory committees that provided input to help in reviewing and revising programs for currency with business and industry processes as appropriate.
3. _____ Number of advisory committees that reviewed and made recommendations on the utilization/integration of current technology and equipment in existing programs.
4. _____ Number of advisory committees that provided professional development opportunities, field placements, or cooperative work experiences for students or faculty within their company.
5. _____ Number of advisory committees that provided assistance with student recruitment, student job placement, and if appropriate, faculty recruitment.
6. _____ Number of advisory committees that have completed a self-evaluation of the effectiveness of the advisory committee in its defined role to the institution.

Performance:

(a) *Sum of numbers reported on points 1-6:* _____

(b) *Number of Committees multiplied by 6:* _____

(c) *Result of (a) divided by (b) multiplied by 100:* _____ %

CALCULATION, DEFINITIONS AND EXPLANATORY NOTES

Staff Note: *This section should be used to address terminology or expectations regarding the criteria of the best practices to ensure comparability across reporting institutions. For example, insert here any additional guidance that may be needed to ensure understanding of requirements related to each stated criteria, if needed.*

{insert any additional guidance here}

Credit degree programs/clusters designed for immediate employment of graduates:

Associate degrees or associate degree clusters excluding the AA/AS degrees.

Record maintenance and determining compliance: It is expected that each institution is responsible for maintaining evidence of reported compliance of committees with each of the points. Acceptable evidence will include minutes from advisory committee meetings and other data collected as appropriate regarding activities/meetings of the Committees. Data verification could include a review of a sample of advisory committee meetings and documents supporting the compliance report.

STANDARDS USED TO ASSESS PERFORMANCE

STANDARDS ADOPTED IN 2002 TO BE IN EFFECT FOR PERFORMANCE YEARS 7 (2002-03), 8 (2003-04), AND 9 (2004-05)		
Sector	Level Required to Achieve a Score of 2	Reference Notes
Regional Campuses Sector	<p>Compliance Indicator in Year 6 as measure is defined and baseline data collected.</p> <p>During Year 6, the standard for achieving a '2' in subsequent years will be determined after baseline data are collected.</p>	<p>Compliance in Year 6</p> <p>To be scored beginning in Year 7</p>

IMPROVEMENT FACTOR: None, as this indicator is designed to encourage within a limited timeframe increased performance of the each sector's cooperative and collaborative efforts as desired by the sector.

Contingent on Commission approval Jan 3, 2001, Guidance displayed as presented at the P&A Committee Meeting on December 13, 2001

Agenda Item 5: Consideration of Staff Recommendations for the Monitoring of Non-Scored Indicators

Explanation: Presented here are staff recommendations for the process and policies related to the monitoring of non-scored indicators. The recommendation results from staff analysis and consideration of feedback on this issue received from institutional representatives throughout the year following the Commission's adoption of a reduced the number of scored indicators to provide better focus on sector missions. At the Committee's meeting on September 6, 2001, members received a draft version of this plan along with a staff briefing as to its status. Following the meeting, staff redistributed the draft plan to determine whether representatives desired to meet with staff to review the plan and to provide an additional opportunity for comment. On October 4, 2001, staff informed representatives that feedback received did not indicate a need for a meeting and that the plan as provided to the Committee in September for information would be recommended for approval. That plan, with editorial changes to the draft for readability, is presented on the pages that follow.

Summary of Guidance for Monitoring

The attached guidance provides the rationale and general structure for continued monitoring of indicators that were identified in legislation but no longer contribute to an institution's numerical score for performance funding. All indicators that are not a part of the scoring process for any of the sectors are addressed. Identified in the guidance are two different types of non-scored indicators categorized in terms of recommended monitoring.

The first type includes indicators 1A, 2E, 2F, 3C, 5B, 5C, 5D, and 8B where the remaining scored indicators and other activities of the Commission will serve in lieu of these indicators as defined for performance funding purposes. (See guidance for indicator titles). For these indicators, the definition that has been developed is not in effect and therefore no additional reports or unique data collection is required.

The second category includes non-scored indicators 2B, 2C, 6C, 6D, 8A, 3A, 3B, and 7F. These will be monitored directly on a cyclical three-year basis. (See guidance for indicator titles.) For most of these indicators (6D, 3A, 3B, 7F, 8A), the Commission will rely on data that must be reported to the Commission in order that the Commission may carry out its responsibilities or on data that must be reported for the purpose of complying with federal reporting requirements. For the others that involve institutional policies (2B, 2C, 6C), the Commission will request only that institutions indicate whether policies remain in place to address the relevant best practices and report on any changes to those policies.

Monitoring for the second category will entail staff review of the area of concern utilizing existing data and institutional reports on policies followed by a report to the Committee regarding the state of affairs related to the indicators reviewed. The report will contain a recommendation for continuing the indicator as a monitored indicator or, if warranted, a recommendation to reinstate the indicator as a scored indicator for all institutions to follow a timetable that will provide the Commission and institutions time to prepare. If an indicator is reinstated it would remain in the scored set until reviewed again at the next scheduled date, unless otherwise determined by the Committee. Any subsequent data verification would entail verifying that institutional policies are in effect and that data for directly monitored indicators are reported accurately to CHE.

Recommendation: Staff recommends that the Committee approve for Commission consideration the plan presented on the following pages for monitoring the non-scored indicators. *(added note: approved by the Committee on 12/13/01 for CHE consideration on 1/3/02)*

GUIDANCE FOR MONITORING NON-SCORED INDICATORS

BACKGROUND

In February 2001, the Commission approved recommendations to limit the number of indicators used in deriving overall institutional performance ratings with the caveat that “non-scored” indicators for which relevant performance areas were not assessed directly or indirectly through chosen scored indicators would continue to be monitored. For areas in which data being monitored indicate issues of concern, the Commission desired to reserve the right to re-introduce scored indicators in the performance funding process in order to provide a focus to address issues in those areas. Guidance for accomplishing the monitoring of indicators that are no longer scored was developed in keeping with the Commission’s desire to accomplish monitoring in such a way as to reduce the administrative burden on institutions while at the same time assessing relevant performance areas.

Indicators for which monitoring is applicable are those listed below. Only indicators not scored for any sector are included.

- ☐ 1A, Expenditure of Funds to Achieve Institutional Mission (Applies to all)
- ☐ 2B, Performance Review System for Faculty to include Student and Peer Evaluation (Applies to all)
- ☐ 2C, Post Tenure Review for Tenured Faculty (Applies to all but Tech)
- ☐ 2E, Availability of Faculty to Students Outside The Classroom (Applies to all)
- ☐ 2F, Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid (Applies to all as part of 2B)
- ☐ 3A, Class Size and Student/Teacher Ratios (Applies to all with applicability of subparts varying)
- ☐ 3B, Number of Credit Hours Taught by Faculty (Applies to all)
- ☐ 3C, Ratio of Full-time Faculty as Compared to other Full-time Employees (Applies to all)
- ☐ 5B, Use of Best Management Practices (Applies to all)
- ☐ 5C, Elimination of Unjustified Duplication of and Waste in Administrative and Academic Programs (Applies to all)
- ☐ 5D, Amount of General Overhead Costs (Applies to all)
- ☐ 6C, Post-Secondary Non-Academic Achievements of the Student Body (Applies to all, but MUSC)
- ☐ 6D, Priority on Enrolling In-State Residents (Applies to Research and Teaching)
- ☐ 7F, Credit Hours Earned of Graduates (Applies to 4-yr except MUSC)
- ☐ 8A, Transferability of Credits to and from the Institution (Applies to all)
- ☐ 8B, Continuing Education Programs for Graduates and Others (Applies to Tech)

To understand better the guidance set forth for monitoring indicators no longer scored, it is helpful to review the rationale used in deriving the reduced set of indicators being continued in the annual scoring process. In reducing the number of indicators contributing to the overall institutional score, the Commission worked to identify those that would reduce duplication across indicators contributing to an institution’s score and best focus on sector missions. The aim was to provide a measurement system that would enable institutions to focus more clearly on performance areas addressed in Act 359 of 1996. To that end, the Commission sought to identify those indicators that were the most representative of each critical success factor, keeping in mind the sector missions. Cases were recognized where single indicators could best

address multiple areas represented across the 9 critical success factors and 37 indicators. Additionally, the Commission recognized areas where year-to-year measurement has demonstrated performance to be fairly stable with all institutions' performance in-compliance with requirements and expectations. In the end, either 13 or 14 indicators, depending on the sector, were identified for use in deriving the overall annual ratings. For the indicators not selected, the Commission desired to develop a process to provide for continued assurance that institutions would maintain high standards of performance.

DESCRIPTION OF THE MONITORING PROCESS

General Policy Principles

Purpose of Monitoring: To identify potential issues and/or problems with performance in areas addressed by indicators no longer scored and to determine whether a staff recommendation that the relevant indicator(s) be put back in place for scoring purposes for one or more sectors to address any identified issues and/or problems or to ensure that further consideration be given by the Commission.

Principles:

- ❑ Monitoring should be based on data already available to the Commission and not limited to that data collected for use in deriving performance funding indicators in order to reduce and/or eliminate any special reports required by measures for indicators as defined in past years.
- ❑ Monitoring should occur on a cycle in order to provide a balance between the need to limit reporting requirements and the need to review performance in areas no longer directly scored to ensure continued compliance and to identify any deficiencies that should be addressed.
- ❑ In the event that reviews conducted for the purpose of monitoring indicate concerns and/or problems that must be addressed, institutions would have a sufficient time period to prepare for indicators being returned to the scoring process.
- ❑ Indicators returned to the scoring process to address identified problems and/or issues would apply to applicable sector(s) rather than to individual institutions at which problems have been identified.

Procedures for Monitoring Indicators Not Otherwise Monitored or Reviewed

Monitored Indicators: The indicators that are no longer being scored as a result of the Commission's action in February of 2001 can be categorized one of two ways: 1) indicators no longer scored for which scored indicators or other on-going activities of the Commission are sufficient to address the indicated performance area and 2) indicators no longer scored that must be directly monitored. The former category would not require a separate and unique monitoring process although the latter would. For this latter category, a process for accomplishing monitoring of performance is described below, followed by the identification of indicators by the two categories. Suggested assessment details for those that must be directly monitored are described.

Guidelines: Beginning in 2003-04, a review of directly monitored indicators will occur on a three-year cycle. Data used in the review will rely as much as possible on data available to the Commission. Such data might include data collected through CHEMIS, data collected to meet national reporting requirements or data collected to carry out other duties and responsibilities of the Commission. The data review conducted will take into account current and past data, standards, trends, or activity. A report detailing the status of performance in the area related to

the indicator and including a staff recommendation will be provided to the Committee for its consideration. The recommendation will address whether or not the indicator should be called back as a scored indicator or remain as a non-scored indicator. If it is called back as a scored indicator, it would not be in effect until the second complete scoring cycle after action by the Commission to re-instate the indicator as a scored indicator. If an indicator is re-instated, it would apply to an entire sector, not just a single institution. The detailed process and data used to review performance on such indicators are to be defined by indicator with the schedule and general outline of data reviews defined across the indicators.

Suggested Review Cycle: Identified indicators to be monitored on a 3-year basis. Staff recommendations made and approved by the Planning and Assessment Committee and Commission to re-introduce an indicator into the scoring process in order to address problems would be implemented following two scoring cycles as outlined in the following table:

Action	Time Table	Example
Indicator reviewed	Summer following scoring	PF Yr 2003-04 Ratings Review monitored indicators Summer 2004
Report based on review considered by Committee and Commission after institutional review of report	Late Fall following the review	Staff Report and recommendations brought to Committee and Commission in Fall 2004
Indicator re-instated as a scored indicator	Performance data collected but not scored in the year immediately following report and approval of recommendations	Re-instatement/No scoring in 2005-06
Re-instated indicator is scored	Performance data collected and scored for 3-years	Re-instated indicator scored for PF Yr 2006-07 Re-instated indicator scored for PF Yr 2007-08 Re-instated indicator scored PF Yr 2008-09
Re-instated Indicator Reviewed: Recommendation would be made to continue scoring the indicator or remove it as a scored indicator in the current performance year, placing it back on the monitoring review cycle.	Summer following 3 rd year of scoring with recommendations brought to Committee and Commission in early fall.	Re-instated indicator reviewed in Summer 2009 with recommendations considered and implemented in Fall 2009

Note: Possible exceptions may occur resulting in an amended schedule approved by the Planning and Assessment Committee and Commission to re-instate indicators as scored. For example, other work of the Commission or legislated policy mandating action in an area addressed by indicators may result in the need to re-instate a particular indicator. In such cases, the expectation would be for the Commission to develop recommendations providing a reasonable timetable and appropriate assessment details.

Detailed Guidance for Non-Scored Indicators By Type of Monitoring Activities

The following outlines by category the type monitoring recommended. Only indicators applicable in the past but no longer scored indicators for any institution are considered. A summary table of indicators by recommended monitoring is presented on the last page.

CATEGORY I: INDIRECT MONITORING

INDICATORS MONITORED INDIRECTLY THROUGH OTHER INDICATORS AND/OR ON-GOING CHE ACTIVITIES

The expectation is that no additional data would be required of institutions and that the

indicators listed below will not be individually assessed as defined in Year 5. It is the understanding that for this category of indicators requirements of other indicators and/or current activities of the Commission can be used in reviewing/monitoring areas implicit in the indicator as titled in legislation. Listed below are the indicators included and a summary of the performance indicator and/or other Commission process that also provides an avenue for monitoring of performance areas indicated by the non-scored indicator.

1A. Expenditure of Funds to Achieve Institutional Mission (Applies to all)

Financial indicator considered to be monitored by scored indicator 5A, Percentage of Administrative Costs as Compared to Academic Costs. Data used for 5A is that required of NCES IPEDS Finance Survey reporting. Additionally, other on-going activities of the Commission including program evaluation/review activities and monitoring of financial data for purposes of the MRR as well as State audit provisions provide a means of continued assessment of these issues.

2E. Availability of Faculty to Students Outside The Classroom (Applies to all)

Indicator considered to be monitored through the use of the non-scored indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations.

2F. Community and Public Service Activities of Faculty For Which No Extra Compensation is Paid (Applies to all as part of 2B)

Indicator considered to be monitored through the use of the non-scored indicator 2B, Performance Review System for Faculty to Include Student and Peer Evaluations.

3C. Ratio of Full-time Faculty as Compared to other Full-time Employees (Applies to all)

Indicator considered to be monitored by scored indicator 5A, Percentage of Administrative Costs as Compared to Academic Costs. Additionally, data for this indicator as defined in Year 5 and prior years is part of NCES IPEDS Fall Staff Survey and can be reviewed in addition to 5A data for more direct assessment of faculty to staff ratios if needed.

5B. Use of Best Management Practices (Applies to all)

Financial indicator monitored as described for indicator 1A above.

5C. Elimination of Unjustified Duplication of and Waste in Administrative and Academic Programs (Applies to all)

Financial indicator monitored as described for indicator 1A above.

5D. Amount of General Overhead Costs (Applies to all)

Financial indicator monitored as described for indicator 1A above.

8B. Continuing Education Programs for Graduates and Others (Applies to Tech)

Indicator considered to be monitored by Commission activities related to the Mission Resource Requirement and by State Tech Board processes regarding continuing education programs and enrollment.

CATEGORY II: DIRECT MONITORING

INDICATORS MONITORED ON AN ON-GOING 3-YEAR REVIEW CYCLE

Included in this category are indicators that must be monitored directly through the use of existing data in order to ensure continued good performance in the areas implicit in the indicators. Below, each of these indicators is listed along with expectations regarding the suggested review cycle, the type data to be reviewed and other parameters guiding the assessment. The indicators have been grouped for purposes of identifying the review cycle based on the type indicator and performance area with natural clustering by related topic area.

CYCLE 1 INDICATORS: Review to occur in Summer '04 following Performance Year 2003-04**2B. Performance Review System for Faculty to include Student and Peer Evaluation (Applies to all):**

Institutions are expected to comply with best practices guidance identified for this indicator as detailed on pages 89-92 of the September 2000 Workbook. A "check-off" compliance report with updates regarding any policy revisions will be required for purposes of review each three years. It is expected that institutions will continue to comply with their institutional policies. Data verification for this indicator would involve assurance that institutions have policies in place and mechanisms to ensure they are adhered to.

It is reiterated here that indicator 2E, Availability of Faculty, is no longer scored and is considered to be subsumed by 2B. As such, the administration and monitoring of Indicator 2B will govern the type of data collected. The institution has discretion in terms of how it assesses faculty on part nine of 2B, the second item, which calls for a performance review system for faculty that includes criteria related to "advisement and mentoring of students." Indicator 2B does not require a survey question on availability of faculty or advisors *per se*. Institutions are free to continue their existing practices regarding 2E but are not required to do so, so long as the provisions of 2B are met. It is also possible to include question(s) related to advisement on the student evaluation of instructor and course, although that is not required and individual institutional policies will govern how advising is assessed by the institution provided that the institution complies with the provisions of indicator 2B and institutional effectiveness reporting. The expectation regarding Indicator 2F is similar to that described here for Indicator 2E. Indicator 2F has been considered a part of 2B since the 1999-00 performance year.

2C. Post Tenure Review for Tenured Faculty (Applies to all but Technical Colleges)

Institutions are expected to comply with best practices guidance identified for this indicator as detailed on pages 93-96 of the September 2000 Workbook. A "check-off" compliance report with updates regarding any policy revisions will be required for purposes of review each three years. As with 2B, any data verification for this indicator would involve assurance that institutions have policies in **place and mechanisms to ensure they are adhered to.**

CYCLE 2 INDICATORS: Review to occur in Summer '05 following Performance Year 2004-05**6C. Post-Secondary Non-Academic Achievements of the Student Body (Applies to all, but MUSC)**

Institutions are expected to comply with the indicator measure requirements identified on page 161 of the September 2000 Workbook. A "check-off" compliance report with updates regarding any policy revisions will be required for purposes of review each three years. Any data verification of this information would involve assurance that institutions have policies in place and mechanisms to ensure that they are adhered to.

6D. Priority on Enrolling In-State Residents (Applies to Research and Teaching)

Data relevant to this indicator are collected as part of annual CHEMIS reporting requirements. Staff finds that a review of this information for the period covered by the cycle would be possible. The review would involve using the data available at the Commission, calculating performance as defined on pages 153-154 of the September 2000 Workbook and assessing the data in light of overall and institutional trends and comparability to standards set as of Year 5 to ensure continued good performance regarding priority on enrolling SC residents.

8A. Transferability of Credits to and from the Institution (Applies to all)

Institutions are expected to comply with the indicator best practices identified on pages 171 and 172 of the September 2000 Workbook. A "check-off" compliance report with updates regarding any policy revisions will be required for purposes of review each three years. Any data verification of this information would involve assurance that institutions have policies in place and mechanisms to ensure that they are adhered to.

CYCLE 3 INDICATORS: Review to occur in Summer '06 following Performance Year 2005-06

3A. Class Size and Student/Teacher Ratios (Applies to all with applicability of subparts varying)

Data relevant to this indicator are collected as part of annual CHEMIS reporting requirements. Staff finds that a review of this information for the period covered by the cycle would be possible. The review would involve using the data available at the Commission, calculating performance as defined on pages 109-113 of the September 2000 Workbook and assessing the data in light of overall and institutional trends and comparability to standards set as of Year 5 to ensure continued good performance regarding class size and student teacher ratios.

3B. Number of Credit Hours Taught by Faculty (Applies to all)

Data relevant to this indicator are collected as part of annual CHEMIS reporting requirements. Staff finds that a review of this information for the period covered by the cycle would be possible. The review would involve using the data available at the Commission, calculating performance as defined on pages 115-116 of the September 2000 Workbook and assessing the data in light of overall and institutional trends and comparability to past historical trends to ensure continued good performance regarding credit hours taught by faculty.

7F. Credit Hours Earned of Graduates (Applies to 4-yr except MUSC)

Data relevant to this indicator are collected as part of annual CHEMIS reporting requirements. However, available data could not be used to calculate the indicator as defined on pages 167-168 of the September 2000 Workbook. Staff finds that a review of available CHEMIS information as well as data provided as part of NCES IPEDS completions reporting could be used to study trends and provide an assessment regarding credit hours earned of graduates to ensure continued good performance in this area.

SUMMARY TABLE

NON-SCORED INDICATORS BY TYPE OF MONITORING

Category I Indicators: Indirect Monitoring	Category II Indicators: Direct Monitoring		
	Cycle I (1 st Review, Summer '04)	Cycle 2 (1 st Review, Summer '05)	Cycle 3 (1 st Review, Summer '06)
1A	2B	6C	3A
2E	2C	6D	3B
2F		8A	7F
3C			
5B			
5C			
5D			
8B			